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ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Aug. 31, 1878.

NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1878.

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NEW HAVEN CITY SCHOOL DISTRICT.

SCHOOL CALENDAR FOR 1878-9.

1878.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Sept.	1	1	2	3	4	5	6.	7
	2	8	9	10	11	12	13.	14
	3	15	16	17	18	19	20.	21
	4	22	23	24	25	26	27.	28
		29	30					
Oct.	5			1	2	3	4.	5
	6	6	7	8	9	10	11.	12
	7	13	14	15	16	17	18	19
		20	21.	22	23	24	25	26
	8	27	28.	29	30	31		
Nov.							1	2
	9	3	4.	5	6	7	8	9
	10	10	11.	12	13	14	15	16
	11	17	18.	19	20	21	22	23
	12	24	25.	26	27	28	29	30
Dec.	13	1	2	3	4.	5	6	7
	14	8	9	10	11.	12	13	14
	15	15	16	17	18.	19	20	21
		22	23	24	25	26	27	28
1879.		29	30	31				
Jan.	16				1	2.	3	4
	17	5	6	7	8	9.	10	11
	18	12	13	14	15	16.	17	18
	19	19	20	21	22	23.	24	25
	20	26	27	28	29	30.	31	
Feb.								1
	21	2	3	4	5	6.	7	8
	22	9	10	11	12	13.	14	15
	23	16	17	18	19	20.	21	22
	24	23	24	25	26	27.	28	

1879.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Mar.								1
	25	2	3	4	5	6.	7	8
	26	9	10	11	12	13.	14	15
	27	16	17	18	19	20.	21	22
	28	23	24	25	26	27.	28	29
		30	31					
April.	29			1	2	3.	4	5
	30	6	7	8	9	10.	11	12
	31	13	14	15	16	17	18.	19
	32	20	21	22	23	24	25.	26
		27	28	29	30			
May.						1	2	3
	33	4	5	6	7	8	9.	10
	34	11	12	13	14	15	16.	17
	35	18	19	20	21	22	23.	24
	36	25	26	27	28	29	30.	31
June.	37	1	2	3	4	5	6.	7
	38	8	9	10	11	12	13.	14
	39	15	16	17	18	19	20.	21
	40	22	23	24	25	26	27.	28
		29	30					
July.				1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
		20	21	22	23	24	25	26
		27	28	29	30	31		
Aug.							1	2
		3	4	5	6	7	8	9
		10	11	12	13	14	15	16
		17	18	19	20	21	22	23
		24	25	26	27	28	29	30
		31						

Fall Term begins Monday, Sept. 2; ends Dec. 24.—15 weeks 4 days.
Winter Term begins Thursday, Jan. 2; ends April 25.—16 weeks 1 day.
Summer Term begins Wednesday, May 5; ends June 27.—8 weeks.

Number of School weeks in the year,—40.
Number of school days in the year,—200.

Annual State Fast (Good Friday), April 11.
State Teachers' Association. October 18.
NOTE.—School Days, and No. of Weeks in left hand margin are printed in prominent figures.

SCHOOL OFFICERS

BOARD OF EDUCATION:

HARMANUS M. WELCH, PRESIDENT.

HARMANUS M. WELCH,	1877
MAIER ZUNDER,	1877
FRANCIS A. WALKER,	1877
SAMUEL HEMINGWAY,	1878
GEORGE H. WATROUS,	1878
M. FRANK TYLER,	1878
JOHN E. EARLE,	1879
NATHAN T. BUSHNELL,	1879
PATRICK MAHER,	1879

COMMITTEE ON FINANCE.

GEORGE H. WATROUS, HARMANUS M. WELCH,
SAMUEL HEMINGWAY.

COMMITTEE ON SCHOOLS.

JOHN E. EARLE, MAIER ZUNDER,
M. FRANK TYLER.

COMMITTEE ON SCHOOL BUILDINGS.

FRANCIS A. WALKER, SAMUEL HEMINGWAY,
PATRICK MAHER.

SUPERINTENDENT.
ARIEL PARISH.

SECRETARY.
HORACE DAY.

TREASURER.
HARMANUS M. WELCH.

COLLECTOR.
WILLIAM HILLHOUSE.

AUDITORS.

RICHARD F. LYON. FRANCIS E. HARRISON.

REPORT

OF THE

BOARD OF EDUCATION.

THE Board of Education respectfully calls the attention of the District to the following brief statement of its work for the year ending August 31, 1878.

The condition of the schools under its care is fully explained in the accompanying report of the Superintendent.

The accounts of the Treasurer and the Secretary indicate the income and expenditures of the District for the year which has now closed.

It will be seen from these statements that the Board has completed during the year one new school house on Davenport avenue for the accommodation of two hundred pupils, at an expense of $15,000; one on Humphrey street for the same number of pupils, at the cost of $14,000, and has enlarged the Eaton School by the addition of five new rooms which will seat two hundred and fifty pupils

more than could be accommodated in the original building. The cost of these improvements, including the heating apparatus and furniture, is about $12,000.

The enlargement of the building was made with the approval of the Commissioners of Public Buildings, who early in the year had made an official representation to the Board of Education that the facilities in the old building for rapid egress in case of fire or sudden alarm, were not adequate for the purpose. This improvement enabled the District to dispense with one of the three buildings which had been previously leased from the owners of the Hamilton Street School Houses. The Board has renewed its lease for the next three years, of two of these buildings at a reduced rental.

The amount of this reduction is nearly equal to the interest on the cost of the much more convenient rooms added to the Eaton School. The policy of successive Boards of Education has been from the first to accommodate in some way all children who apply for admission to the public schools, and also to furnish as speedily as possible such accommodations in buildings owned by the District.

The Board are unanimous in the opinion that the time is near at hand when sound policy will require the District to own all buildings which may be needed for school purposes. The expenditure required by the general sentiment of the District to ensure prompt egress to the children in our schools in case of fire or panic, together with the expense of connecting school grounds with the public sewers, has been considerable.

While the building of the two new school houses, the enlargement of the Eaton School, with their furniture, and the very general and thorough repairs of school buildings, have caused a heavy expenditure, it is believed that by proper economy the schools may be maintained in their efficiency by a tax of 1½ mills on the dollar, the same as last year, and the Board respectfully recommend that such tax be laid at the annual meeting.

The term for which Samuel Hemingway, George H. Watrous and M. Frank Tyler, were elected members of the Board, expires in September next.

In behalf of the Board,

H. M. WELCH, *President.*

NEW HAVEN, August 31, 1878.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including the accounts of the Treasurer and the Secretary:

TREASURER'S ACCOUNT.

RESOURCES.

By Balance old account brought forward,	$21,495.23
" State of Connecticut, for Library,	550.00
" Sale of Materials, Blackboards,	17.84
" H. S. Loper, Materials, Blackboards,	20.40
" Repairs, Hamilton St. School,	85.50
" State School Fund,	13,222.00
" State of Connecticut, Civil List,	19,833.00
" Sale of Oyster Point Land and Building,	825.00
" Dividend Town Deposit Fund,	1,624.16
" Conscience money from Boston,	1.00
" Loan from Second National Bank,	30,000.00
" New Haven Town Tax,	48,032.39
" Horace Day, Sundry Collections,	1,718.95
" William Hillhouse, Collector of Taxes,	89,688.27
" Balance due Treasurer to new Account,	4,023.10
Total Resources,	$231,136.84

DISBURSEMENTS.

Amount of Orders paid,	$231,136.84

Respectfully submitted,

H. M. WELCH, *Treasurer.*

NEW HAVEN, Sept. 2, 1878.

The undersigned having examined the accounts and vouchers of H. M. Welch, Treasurer of the New Haven City School District for the year ending Sept. 1, 1878, find the same correct, and that a balance of Four thousand and twenty-three dollars and ten cents ($4,023.10) was due said Treasurer at said date.

RICHARD F. LYON,

FRANCIS E. HARRISON.

NEW HAVEN, CONN., Sept. 2, 1878.

SECRETARY'S ACCOUNT.

The expenditures for the year ending August 31, 1878, have been as follows, viz:

Salaries of Teachers,	$134,708.42	
" Janitors,	8,496.90	
" Officers,	5,750.00	
		$148,955.32
Fuel,		3,446.45
Rent—Hamilton School,	1,500.00	
German-English School,	275.00	
State Street School,	81.00	
George Street School,	140.00	
		1,996.00
Printing—Annual Report, and Rules of the Board,	800.47	
High School Reports and other printing,	54.25	
Papers for High School Examinations,	75.00	
Papers for High School Graduation,	12.37	
Registers,	40.00	
Report Blanks to Superintendent,	43.50	
Advertising,	92.10	
Admission Tickets,	7.50	
Schedule of Examinations,	1.50	

Printing—Merit Cards,	$12.00	
Absence Cards,	10.00	
School Notices,	5.25	
Circulars,	9.00	
Supply Orders,	13.00	
School Diaries,	73.50	
Grammar School Examination Papers,	59.00	
		$1,308.44
Books, Philosophical and Chemical Apparatus, etc., High School,	105.58	
Reference Books,	61.90	
School Books,	544.85	
		712.33
Stationery—Writing paper,	559.27	
Drawing paper,	171.25	
Lead pencils for drawing and writing,	151.20	
Slate " " "	24.00	
Sharpening pencils for drawing and writing,	190.82	
Pens,	219.03	
Pen holders and pen racks,	30.60	
Ink,	115.67	
Ink stands, ink wells and covers,	2.93	
Chalk crayons,	69.25	
Slates,	16.85	
Envelopes,	16.20	
Blank Book, Grand List,	12.00	
Letter Files and Binders,	7.00	
Blank Books,	13.28	
Numeral Frames,	11.10	
		$1,610.45
Supplies for Janitors—Brooms,	13.96	
Floor Brushes,	120.03	
Feather and Counter Dusters,	115.08	
Mats and Matting,	76.00	
Shovels, Hods and Dust Pans,	11.53	
Baskets, Pails and Cups,	24.31	
Wheelbarrows and Ladders,	24.90	

Supplies for Janitors—Bells,	$8.95	
Hose, Hose Reels, and watering,	29.50	
Thermometers,	7.00	
Black Board Rubbers,	77.00	
		508.26

Miscellaneous—Annual School Meeting,	227.25	
Enumerating Children,	330.53	
Assessors' Bill for making Grand List,	500.00	
Cleaning School-houses,	530.38	
Furniture and Repairs,	132.56	
Musical Instruments and Repairs,	40.50	
Clocks and Repairs,	67.39	
Gas and Oil for Ev'g Sch., Office, High Sch.,	142.02	
Travel and Carriage Hire,	166.67	
Freight, Express, Carting and Errands,	55.38	
Postage,	13.08	
Insurance, for three years,	1,756.75	
Auditors,	10.00	
Blackboards and materials,	58.68	
High School Diplomas,	38.70	
High School Graduation Exercises,	5.82	
Clerical assistance to Superintendent,	16.00	
Sundries,	13.80	
		4,105.51

Repairs and improvements—Furnaces, Stoves and repairs,	984.13
High School,	358.99
Webster "	2,423.81
Eaton "	140.87
Wooster "	486.56
Dwight "	537.64
Skinner "	901.30
Wash't'n "	518.93
Cedar St. "	424.97
Dixwell "	154.74
Grand St. "	2,505.62
Fair Street School,	13.94
Woolsey "	562.04

Repairs and Improvements—Division St. School,	$50.55	
Carlisle St. "	31.98	
Oak St. "	115.37	
Whiting St. "	28.91	
City Point "	1.20	
Edwards St. "	33.58	
West St. "	12.78	
Hamilton "	3.50	
German-Eng. "	.90	
Greenwich Av. School,	124.20	
		10,416.51
Ordinary Expenses,		$173,059.27

EXTRAORDINARY EXPENSES.

Davenport Avenue—Joiner's contract and extras,	$3,330.92	
Mason's contract and extras,	2,497.80	
Furnaces,	400.00	
Furniture,	142.30	
Lightning Rod,	78.25	
Concrete Walk,	62.92	
Iron Fence,	73.74	
		$6,585.93
Humphrey Street—Joiners' contract and extras,	3,611.82	
Masons' contract and extras,	3,922.20	
Furnaces,	400.00	
Furniture,	230.00	
Supporting Wall, Iron Fence, filling, &c.,	391.27	
Concrete Walks,	117.12	
Lightning Rods,	105.28	
		8,777.69
Eaton Extension—Masons' contract,	5,695.00	
Joiners' contract,	4,197.00	
Architect,	150.00	
Furniture,	753.49	
Painting Halls,	144.00	
Lightning Rods,	171.35	
		11,110.84

Note Paid,	$30,000.00	
Interest,	262.50	
Telephone,	285.00	
St. John St. Pavement,	135.70	
Grand St. School Lightning Rod,	125.00	
Superintendence of buildings,	700.00	
Furnaces for Division St. School,	300.00	
Furnace for Dwight School,	145.00	
		31,953.20
Extraordinary Expenses,		$58,427.66
Total Expenses,		231,486.93
Ordinary Expenses for the year ending Sept. 1, 1878,		173,059.27
" " " " " 1877,		176,779.12
Decrease,		$3,719.85
Extraordinary expenses for the year ending Sept. 1878,		$58,427.66
" " " " " 1877,		29,637.26
Increase,		$28.790.40

NEW HAVEN, Sept. 9, 1878.

The undersigned have examined the bills, accounts, and vouchers of Horace Day, Secretary of New Haven City School District, for the past year, and find the same correct.

RICHARD F. LYON,
FRANCIS E. HARRISON, } *Auditors.*

The ordinary expenses of the School District, for the year commencing September 1, 1878, are estimated by the Committee as follows, viz:

Salaries of Teachers,	$135,000.00
" Officers,	5,750.00
" Janitors,	8,400.00
Books, Stationery and Printing,	4.000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500.00
Rent of School-houses,	1,500.00

School Census and making Grand List,	$1,000.00
Cleaning School-houses,	500.00
Fuel,	5,000.00
Repairs,	2,000.00
Contingencies,	1,000.00
	$164,650.00

The following real estate owned by the District is estimated as nearly as possible at its original cost.

Webster School Lot and Building,	$ 23,000.00
Eaton School Lot and Building,	44,000.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,	8,500.00
Cedar Street School Lot and Building,	7,000.00
Whiting Street School Lot and Building,	2,000.00
Wooster School Lot and Building,	25,000.00
Fair Street School Lot and Building,	12,400.00
Skinner School Lot and Building,	46,000.00
Washington School Lot, Building and Furniture,	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,	7,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	24,000.00
Woolsey School Lot, Building and Furniture,	45,000.00
West Street School Lot, Building and Furniture,	18,200.00
Greenwich Avenue School Lot, Building and Furniture,	10,350.00
Davenport Avenue School Lot, Building and Furniture,	15,200.00
Humphrey Street School Lot, Building and Furniture,	14,350.00
	$556,200.00

Respectfully submitted,

GEORGE H. WATROUS, *Chairman.*

NEW HAVEN, Aug. 1, 1878.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the New Haven City School District:—

GENTLEMEN:—We have completed the work of another year and find satisfactory evidence of prosperity in the schools. While nothing has occurred to challenge special attention in the ordinary routine of the school room, steady and earnest devotion to their duties, on the part of both teachers and pupils, has secured marked progress and gratifying results.

Both the aggregate and per cent. of daily attendance have been greater than during any previous year. A smaller number of teachers have withdrawn from service than ever before. Of the whole number reëlected by the Board, in June last, all but one accepted their appointments for the next year. No death has occurred among the teachers, and there has been less detention of teachers from their duties, on account of sickness, than usual. The remarkable mildness of the last winter was doubtless favorable both to health and regularity of attendance. Yet in two or three localities the schools suffered considerably. The scarlet fever seriously affected, for a time, the primary department of the Grand St. School; and measles prevailed in the same department of several other schools, which will account largely for their low per cent. of attendance.

Among the most hopeful indications of radical improvement, which I desire to mention with emphasis, is the

growing interest of parents in what their children are doing at school. This interest has been increasing, for several years, and in those schools where it is strongest the good results are most obvious. A mutual good understanding between the parent and teacher is a source of power and influence to the latter, and of encouragement to effort to the pupil. It is well that parents are willing to visit the school, by special invitation, at receptions, when pupils are prepared to perform in special exercises provided for the occasion; for this may lead to what is far more desirable, occasional, or even frequent informal visits at the school room where a child of the parent may be a pupil. But all school rooms are open for visitation and inspection at all times and visitors are cordially welcomed by the teachers. Nor need visitors fear that they are intruding, provided they observe and listen to exercises without interrupting them. Teachers are stimulated to greater effort and perform better work, when they become acquainted with the parents, and are assured of their sympathy and coöperation.

The following changes have been made during the year by the withdrawal of teachers.

Miss Julia I. Stow resigned in December last. She became a teacher in the High School in 1873, having passed, as a pupil, through the Wooster, High and Training Schools. Few teachers have made a better record in scholarship and skill in teaching.

In the High School, Miss Abbie Woodward (now Mrs. H. F. Davis), resigned in February last. She occupied the place of first assistant in the Skinner School, from its opening in 1868, three years, in which she performed very efficient service. She succeeded Miss Coy, in the High School, in September, 1876, as teacher of Mathematics, and filled the position with marked ability.

Miss Reugenia L. Young, Principal of the Fair St. Training School, resigned in April last. Miss Young has been in the service of the district over twenty years; and only two teachers now employed began at an earlier date. She taught chiefly in the Eaton School; early in the pri-

mary department, later in charge of the highest room. In February, 1875, she was appointed principal of the Fair St. Training School, as successor to Miss Butts, deceased. During the three years past she has brought this school to a remarkable degree of excellence, both in discipline and instruction. As a teacher and a guide to the young ladies under her charge, in preparation for teaching, she has shown rare ability.

Mr. Fuller resigned his charge, as principal of the Wooster School, in May last. During the eight months of his connection with the school, he exhibited abundant capability for the duties of the position; and had his health permitted his continuance, his administration would doubtless have been eminently successful. Mr. Frederick E. Bangs, a gentleman of liberal education and considerable experience, was elected as his successor.

Miss S. C. Day (now Mrs. Woodward), second assistant in No. 12 Eaton, Miss M. C. Strickland, No. 1 Humphrey St., Mrs. W. G. Noble, No. 8 Dwight School, three valuable teachers, resigned during the year. Mr. Pratt resigned the Grand St. Ungraded School, after a brief connection with it, and was succeeded by Mr. H. A. Loveland.

Since the close of the last term, Miss Almena A. Giddings resigned her position as teacher in the Wooster School. She has been connected with it ten years, and was first assistant eight years. Miss Giddings has been a very successful teacher, as the high rank her classes admitted to the High School abundantly testify. Miss E. S. Bernard has been transferred from the Dwight School to fill the vacancy.

Mr. Henry C. Davis was obliged on account of ill health to retire from the Skinner School in May last. He passed the summer in Colorado, hoping to regain health and strength that he might resume his duties in September. His hopes, however, were not realized, and on his return he deemed it expedient to resign.

Mr. Davis has been Principal of the Skinner School from the opening of the building, in May, 1868, to the

present time. Of the service he has performed, in these ten years, no adequate notice can here be taken. The impression he has made on the young minds and hearts under his charge, cannot fail of making them wiser and better and of fitting large numbers to become intelligent citizens of high moral character and great usefulness. His unexpected withdrawal will cause deep and universal regret in the community where he is best known.

Mr. Joseph A. Graves, late tutor in Yale College, has been elected to succeed Mr. Davis.

Teachers are the working force by whom efficiency is imparted to the entire system of instruction; and a thorough knowledge of their daily work by personal inspection can alone furnish undoubted evidence of the measure of their success.

Next to actual visitation, a numerical record made by the teachers, as the briefest and best possible expression of their judgment of what is accomplished, must be taken as evidence of the character of the schools. A summation of records, made daily, weekly or for longer periods, furnishes fair data from which a comparatively correct judgment may be formed.

During the year such records are carefully prepared by the teachers, under the supervision of the principals, and are forwarded to the office of the Superintendent, where they are critically inspected and their accuracy is tested. At the close of the year a summation is made which exhibits what has been done by each school; also, by all the schools, for the period completed. Besides the summary following, tables will be found in the appendix, giving a more detailed statement of the different schools, and the character of the work done in each room by the teacher.

SUMMARY OF STATISTICS FOR 1877–78.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was	49,621
Westville, a part of the *town*, but not of the city,	1,265
Total population of the city and town,	50,886

The number of persons between the ages of 4 and 16 years, enumerated in January, 1878, was		13,219
Increase since 1877,	255	
Assessed valuation of the real and personal property of the town, including the city, 1877, assessed at about two-thirds its true value,		$49,197,727
Assessed valuation of the (City) School District,		47,755,802
The rate of taxation for all school purposes, was .0015, or 1.5 mills on a dollar,		.0015
For all city and town purposes, 13½ mills,		.0135
Total rate of town, city and school taxation 15 mills on a dollar,		.0150

The ratio of the number of children between 4 and 16 years to the whole population of the city, was in 1870 as....1:4.526

Supposing the ratios to be the same now, the present population of the city may be accurately estimated thus:

No. of children 13,219 × 4.526=the No. for the whole city, 59,829

Whole population of the city, January, 1878,		59,829
Total increase of the whole city since 1870,		10,208
Number of school houses occupied and owned by the District,		21
Number of school houses occupied and rented by the District,		5
Number of school houses occupied—owned and rented by the District,		26
Number of school rooms occupied,		169
Increase,	4	
Number of sittings,		8,635
Increase,	33	

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,		16
Number of female teachers,		190
Number of teachers employed in the day schools, including drawing and music teachers,		206
Increase,	5	
Number of male teachers employed in the evening schools for young men,		9
Total number of teachers employed in the day and evening schools,		215

NUMBER OF PUPILS.

Whole number registered during the year—		
Boys,	5,906	
Girls,	5,337	11,243
Average number registered (belonging) during the year,		7,890
Increase,	24	
Average number in daily attendance,		7,528
Boys,	3,991	
Girls,	3,537	
Increase,		37

ATTENDANCE.

Per cent. attendance of all the day schools,		.954
Increase,		.002
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years,		.597
Decrease,	.007	
Ratio of the daily attendance to the number enumerated		.570
Decrease,	.005	
Whole number of absences during the year,		143,660
Decrease,	3,573	
Average number of absences to a scholar, based on the number belonging,		18.21
Decrease,	.51	
Average number of scholars absent each half day, in all the schools,		359
Decrease,	9	
Whole number of tardinesses during the year,		6,499
Decrease,	840	
Average number of tardinesses to a scholar, based on the number in daily attendance,		.863
Decrease,	.108	
Number of truants,		570
Decrease,	7	
Number of cases of truancy,		1,020
Decrease,	85	
Number of scholars transferred to ungraded schools (in place of suspension formerly),		169
Increase,	18	
Number of half days perfect attendance, Boys,		28,068
Girls,		29,966
Increase, Boys,	2,945	
Increase, Girls,	5,984	
Number of half days all present,		14,417
Increase,	1,089	
Average age of all pupils,	10 yrs. 7 mos.	
Decrease,	1 year.	
Whole number of tardinesses of teachers, 1877–78,		426
" " " " 1876–77,		484
" " " " 1875–76,		515
" " " " 1874–75,		777
" " " " 1873–74,		1,084
Number of teachers *not tardy*, 1877–78,		80
" " " 1876–77,		63
" " " 1875–76,		50
" " " 1874–75,		36

SCHOOL CENSUS.—The returns of the enumerators, made in January, 1878, of persons of legal school age,—

over four and under sixteen years,—exhibit an increase of two hundred and fifty-five (255). A classification of the numbers at different ages in the several sub-districts will be found in the following table.

SUB-DISTRICTS.	Total 1877.	Total 1878.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Webster,	2,256	2,251	188	234	211	219	224	195	202	183	162	134	150	149
Eaton,	1,134	1,112	93	113	87	91	110	87	80	93	84	83	95	97
Wooster,	1,806	1,824	168	178	183	157	175	148	163	133	133	136	110	140
Dwight,	2,082	2,141	158	210	203	202	188	176	213	165	198	151	130	146
Skinner,	1,644	1,684	134	173	154	164	146	149	145	148	117	100	126	128
Washington,	2,512	2,570	244	273	227	239	212	237	212	216	198	149	181	180
Woolsey,	1,530	1,637	168	179	152	157	137	136	127	139	126	114	92	110
Total enum.,	12,964	13,219	1,153	1,360	1,217	1,228	1,192	1,128	1,142	1,077	1,018	867	884	950
In sch. 3d week of Sum. Term			43	528	852	954	937	894	956	893	785	613	411	268
Not in Pub. Sch. 3d week of Summer Term,			1,110	832	365	274	255	234	286	184	233	254	473	682

The following table indicates the number of pupils, of different ages, belonging to the schools during the *third week* of the *Summer Term*—1878.

SCHOOLS.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 and over.	Totals.	Total of Dist.
HIGH SCHOOL,	----	----	----	----	----	----	----	----	4	11	46	96	186	343	343
WEBSTER,	----	14	27	44	71	80	97	94	82	72	55	27	19	664	
Oak,	4	22	28	36	36	26	15	15	10	5	----	----	----	197	
Davenport Av.,	----	24	26	27	15	6	5	----	----	----	----	----	----	103	
Whiting St.,	----	----	----	1	----	8	7	7	10	15	3	1	3	55	1,019
EATON,	4	21	48	58	60	71	70	61	57	55	21	20	5	551	551
WOOSTER,	1	44	44	46	58	56	78	82	84	61	28	10	3	595	
Hamilton,	2	70	91	97	72	82	73	70	33	38	15	2	----	645	
Fair St.,	2	12	23	26	34	21	24	6	10	6	----	----	----	164	
Fair St. Ung.,	----	1	1	6	13	7	10	10	8	2	1	----	----	59	
German-English,	----	18	36	24	20	8	2	----	1	1	----	----	----	110	1,573
DWIGHT,	4	33	39	45	54	55	62	55	85	66	62	31	25	616	
Dixwell Av.,	2	18	45	46	48	40	32	42	23	13	8	3	2	322	
Division St.,	4	14	39	38	46	43	35	43	34	34	15	3	----	348	
Orphan Asylum,	----	8	9	15	18	17	19	15	9	2	1	----	----	113	1,399
SKINNER,	3	30	29	49	47	65	90	85	106	56	39	26	2	627	
Edwards St.,	----	20	42	32	45	25	31	13	3	----	----	----	----	211	
Humphrey St.,	1	21	32	32	11	4	----	----	----	----	----	----	----	101	939
WASHINGTON,	----	----	----	2	29	56	122	132	102	79	65	21	3	611	
West St.,	5	33	54	49	29	17	13	3	1	----	----	----	----	204	
Carlisle St.,	2	32	43	62	39	11	9	1	1	----	----	----	----	200	
Greenwich Av.,	4	14	32	42	31	30	23	13	1	----	2	----	----	192	
Cedar St.,	1	16	52	52	57	57	44	35	26	7	4	2	----	353	1,560
WOOLSEY,	1	39	74	80	60	72	60	62	53	65	36	24	10	636	
Grand St.,	3	24	37	44	43	36	51	46	39	17	4	2	----	346	
" Ung.,	----	----	1	1	1	1	2	3	3	8	6	----	----	26	1,008
Totals,	43	528	*852	954	937	894	956	893	785	613	411	268	258	8,392	8,392

Of the 1,153 children enumerated under five years, it will be observed that only 43 were found in school, at the opening of the summer term; the time most favorable for children to begin to attend school. This may be due in part to the action of the Legislature, last winter, in passing a law forbidding the attendance of children under five years, conditioned upon the acceptance of the law by vote of the School Board. Hereafter no children under five years of age can be legally received into any of our public schools.

The whole number of children, of school age, not in the schools at the beginning of the summer term, was 4,072. Deduct 832, under six years, very properly kept from school, and 1,155 fourteen years and over, of whom a large proportion are engaged in some business, and there are 2,085 remaining between six and fourteen years, not in the public schools, during the third week of the summer term.

But when we consider that of the 2,085 many are in private schools, and others have been at school during a part of the year, at least enough to answer the law requiring three months' attendance; that sickness and other occasions of necessity compel many to remain at home, the actual number of children that fail to attend school during some part of the year is comparatively small.

INCREASE OF SCHOOL ROOMS.

The ordinary increase of school population, as indicated by the annual census, requires three or four additional school rooms, in the whole district, each year. Two primary buildings, on Davenport Av. and Humphrey St., were completed, and two rooms in each were occupied, at the opening of the last winter term. Each building comprises four rooms and will accommodate two hundred pupils. The school on State St., in the Skinner district, and another in the Webster district, at the corner of George and College Streets, in rented rooms, were dis-

continued and the pupils were transferred to the new buildings. A sufficient number of new pupils applied for admission to fill the second room in each building; the third and fourth rooms remain vacant.

At the opening of the fall term, the Division St. School, in the Dwight district, was so crowded that it became necessary to open an additional room, which is the seventh now occupied in that building. One still remains unoccupied. A room heretofore vacant in the Grand St. School has been in use during the latter part of the year.

There is now no vacant room in the Woolsey district; and the probability is very strong that No. 1, Woolsey School, will be so crowded as to require an additional room to provide for the surplus of applicants in September. The time is probably not far distant when a new primary building will be needed in this district.

The other sub-districts have five vacant rooms, besides the five now nearly finished in the Eaton School, which are so distributed that they will doubtless accommodate all demands for the next year.

INSTRUCTION.

Instruction is the great object for which the schools are maintained. The expenditure of large sums of money, the wise counsels and vigorous efforts of those to whom the people have committed their management, will be in vain, if the instruction given shall prove valueless. In the performance of their duties, all persons employed in the service of the district, from those invested with the highest authority to the lowest subordinate, are held responsible for satisfactory results, in whatever department they are called to act. Teachers are the active agents of the school system, and success or failure rests chiefly with them. Their capability and the character of the service they render require careful scrutiny.

During the year their methods of teaching, modes of government and the results of their work are subject to

daily inspection, both by the Superintendent and Principal of the sub-district to which the schools belong. Formal examinations of classes are frequently made to test the knowledge which the pupils gain of the branches they have studied.

In the higher grades a daily record of recitations is kept by each teacher, and at the end of the week in the Grammar Schools, and monthly in the High School, reports are sent home for the inspection of parents, that they may know the progress their children are making from time to time, in their studies: also what is the character of their deportment.

Moreover, a general scheme of studies, prepared by the Superintendent, which may be found printed in the appendix, assigns the subjects to be taught, contained within a limited number of pages, for every period of eight weeks through the year. Also, each Principal prepares from this a special scheme, giving still more minute details and directions relating to the work to be done, in all the grades.

Every teacher is held responsible for a thorough preparation of her pupils for promotion to the next higher class or grade. The necessity of thorough teaching in every grade will be evident from the fact that any failure of the teacher will keep back the pupils from promotion; or if by any means promotion shall be effected without due preparation, the next teacher to whom such pupils shall be sent, will have imposed upon her the task of making up the deficiencies of the teacher of the grade below, in addition to the work assigned to her own class, or grade. If, however, the failure comes from the dullness, or want of effort, or from ill health, or irregular attendance of the pupils, the teacher must not fail to give early notice to the Principal of probable failure, nor neglect to keep the parent acquainted with the fact. A teacher who is incompetent, or lacks ambition, or is unwilling to make suitable effort to perform the duties satisfactorily, should not expect to be continued long in the position.

THE ANNUAL EXAMINATION for the general promotion, in all the schools, takes place at the close of the term in April. Printed questions are prepared, by the Superintendent for the four highest grades below the High School, in which the candidates for admission to the High School are included. The questions for all classes below the fifth grade are prepared by the Principals, and the examinations are made by them.

A record of the second annual examination may be found in the appendix of this report. While this tabulated statement presents as fair a representation of what has been accomplished by the teachers as can be given by figures, extenuating circumstances, if they could be named, might suggest satisfactory reasons for the low rank of some rooms, as reported. But the general result has proved quite satisfactory, and is very creditable to a large majority of the teachers.

HILLHOUSE HIGH SCHOOL.

The duties of the High School have been performed efficiently and successfully through the year. The withdrawal of two valuable teachers would have weakened our teaching force, if we had not been able, fortunately, to supply their places by a partial readjustment of the departments.

In accordance with a vote of the Board, a year ago, the study of Greek was restored, with a view of making a more complete classical course, that pupils might be prepared for admission to college, in the High School. Mr. Fox was employed two hours a day to teach the class in Greek and the advanced class in Latin. When Miss Stow retired, Mr. Fox was employed, on full time, to give instruction in the classical studies, which had previously been taught by Miss Stow and other teachers. By this arrangement the cost of instruction was, in fact, diminished, and the efficiency of the classical department was essentially strengthened. Miss Grace L. Bliss, a graduate of Vassar College, was elected as successor to Miss Woodward, and is doing excellent service.

The first Greek class, which commenced a year ago, consisted of nineteen members; and the second class, formed in May last, numbers twenty-one. Should the third and fourth classes be as large as may be reasonably anticipated, our classical department will consist of between eighty and one hundred members, when the four regular classes shall have been formed. The restoration of this department cannot fail of greatly increasing the vital energy and elevating the character of the High School, and of exerting a favorable influence upon all schools in the grades below it.

The scientific department has for many years enjoyed a high reputation for a thorough preparation of scholars to enter the Sheffield Scientific School. Candidates have taken high rank on admission; and a large number have received prizes and honors, in the course, furnishing proof of excellent scholarship.

An obvious advantage to students preparing for college in the High School, is a continuation of collateral studies in English, which are often seriously neglected in schools where the almost exclusive study of Greek and Latin precludes suitable attention to the essential elements of a good English education.

THE LIBRARY, which has now become a most valuable acquisition to the school, consists chiefly of books of reference, a very choice selection, furnishing abundant resources for information relating to all branches of study pursued in the school. They suggest also the broad culture possible to the pupil after leaving the elementary instruction of the school. The library now contains about one thousand (1,000) volumes.

THE APPARATUS for illustrating the natural sciences has increased, year by year, and now comprises a very extensive collection of appliances for experimental instruction. Experiments performed by the pupils, themselves, in chemistry and natural philosophy, increase

interest in the studies and contribute to a much clearer understanding of the subjects. Instead of mere theory and words, the method now pursued is "*object teaching*," in a way that cannot fail of being interesting and profitable to the pupils.

THE ANNUAL EXAMINATION of the school was made in April last. Many of the questions used on that occasion will be found in the appendix of this Report; from which the character of the instruction given may be inferred. The results of the examination were highly satisfactory, affording ample evidence of the faithfulness and capability on the part of the teachers, and thorough, earnest application, by the pupils, to their studies during the year.

Number of Pupils in each Study, in Hillhouse High School, during the year ending April, 1878.

Book Keeping,	94	Mediæval History,	55
Algebra,	274	Modern History,	40
Geometry,	65	Rhetoric,	83
Trigonometry,	28	English Literature,	60
German,	94	Botany,	51
Latin,	213	Physiology,	51
Greek,	20	Physics,	64
Physical Geography,	72	Chemistry,	66
Classical Geography,	14	Astronomy,	33
Ancient History,	126	Geology,	33

THE ANNIVERSARY EXERCISES, for the graduation of the class of 1878, were held in the Assembly Room of the High School, on Thursday, April 18th. Heretofore these exercises have taken place in the evening. The number of graduates was thirty-five; twenty-five females and ten males.

The following members of the class read essays written by themselves for the occasion. Excellent vocal music by the school, under the direction of Prof. Jepson, Vocal Instructor of the public schools, greatly increased the enjoyment of the performance.

CLARA E. BURWELL,	Subject:	The Golden Milestone.
JOSEPH W. NORTHROP,	"	Oratory.
MINNIE T. BIRD,	"	What shall we do with our Girls?
NELLIE M. CUMMINGS,	"	New England Character.
HATTIE E. MUNSON,	"	The Caprices of Elegant Literature.
CHRISTINA RYNN,	"	The Three Queens.
ADELAIDE L. ARTHUR,	"	Elegiac Poetry.
ELLEN A. GOWER,	"	Fractions.
HERBERT A. WHITE,	"	Types of Manhood.
GEORGE W. GIBSON,	"	Leadership, with Valedictory Addresses.

The following are the names of other members of the class:

WILLIAM E. BALDWIN,
JAMES H. KING,
SAMUEL HEMINGWAY, JR.
DWIGHT W. BLAKESLEE,
GEORGE R. FERGUSON,
JACOB E. EMERY,
PETER F. CONWAY,
MARY G. SULLIVAN,
EMMA C. BANKS,
HELEN BRETZFELDER,
ISABEL T. ANDREWS,
HELEN M. BEECHER,
MARY E. SMITH,
EMELIA L. RAWLING,
ANNA P. DAY,
EVA L. BARTLETT,
ANNA S. CHADBOURNE,
CARRIE E. STRONG,
ELIZABETH D. BAIRD,
KITTA C. BLAKE,
CARRIE A. DOANE,
HATTIE SCHULAFER,
FLORA FISHER,
GRACE L. CATLIN,
ELLEN T. MOLLOY.

CANDIDATES FOR PROMOTION to the High School, from the several Grammar Schools, were examined in April. The whole number of applicants was one hundred and forty-five, of whom one hundred and thirty-eight were admitted. The table following exhibits the results. Geography is omitted because the class finish that study in the seventh grade.

NEW HAVEN PUBLIC HIGH SCHOOL, EXAMINATION OF CANDIDATES.

APRIL, 1878.

SCHOOLS.	No. Exam.			No. Admitted.	Av. Age.		STUDIES.						Per cent. of all Studies.	Per cent. on Gram. & Arith.
	Boys.	Girls.	Total.		Years.	Months.	Hist.	Gram.	Arith.	Read.	Spell.	Writ.		
1. Eaton, ...	2	8	10	10	15	3	83.9	82.4	77.7	69.5	93.8	43.5	75.1	80.0
2. Skinner, ...	5	18	23	23	15	3	81.9	82.0	79.5	70.2	90.8	38.3	73.8	80.8
3. Woolsey, ...	7	2	9	9	14	8	83.1	81.8	71.2	68.8	80.2	53.3	73.1	76.5
4. Dwight, ...	13	11	24	24	15	7	78.3	81.6	68.6	68.8	87.8	31.0	69.5	75.1
5. Wooster, ...	4	12	16	15	15	3	75.4	77.7	55.8	69.8	86.3	51.9	69.5	66.8
6. Washington, .	13	11	24	24	14	10	70.2	69.1	63.3	68.1	88.3	41.9	66.8	66.3
7. Webster, ...	4	8	12	10	15	9	73.4	75.0	62.3	68.2	91.0	28.3	66.4	68.7
8. Other than Pub. Sch.	12	8	20	17	15	0	60.7	57.2	49.9	70.0	77.7	24.6	56.7	53.5
9. Hamilton, ...	1	6	7	6	15	7	53.9	74.6	38.6	68.0	63.1	28.3	54.4	50.5
Total, 1878, ...	61	84	145	138	15	3	73.4	75.7	63.0	69.0	84.3	37.9	67.3	66.4
Total, 1877, ...	69	83	152	140	15	0	66.6	75.8	68.9	92.0	78.5	59.0	73.7	72.[illegible]
Total, 1876, ...	63	87	150	128	15	3	63.4	61.7	67.9	83.0	80.3	54.0	70.8	6[illegible]

Following are the names of twenty candidates who stood highest, in the order of their rank, and the names of the schools from which they were promoted, with the figures annexed indicating their attainment in both the general and special studies (Arithmetic and Grammar).

Schools.	Scholars.	Gen.	Sp.	Schools.	Scholars.	Gen.	Sp.
Dwight,	H.D.W.Carrington,	86.1	94.	Skinner,	Katie E. Gower,	78.3	87.
Wooster,	Thomas H. Smith,	82.3	94.	Skinner,	Thos. G. Pitman,	77.6	92.5
Eaton,	M. J. Hemingway,	82.3	87.	Woolsey,	Henry L. Swain,	77.6	88.
Woolsey,	Geo. T. Lindsley,	81.1	85.5	Wash.,	Dedie I. Corbett,	77.6	77.
Eaton,	Nellie M. Bunnell,	81.	91.	Skinner,	Ella J. Clerkin,	77.5	80.
Wash.,	Ed. J. Kennedy,	80.5	80.6	Wooster,	M. S. Kirsten,	77.5	76.5
Woolsey,	Susie A. Emery,	80.3	87.5	Wooster,	Katie J.McCarthy,	77.3	81.5
Skinner,	Gertie S. Mann,	80.	88.5	Eaton,	Willie J. Mayer,	77.1	86.
Wash.,	Joseph E. White,	79.3	82.5	Eaton,	Frank H. Benton,	76.8	92.5
Skinner,	Lizzie C. Coley,	79.	87.5	Skinner,	J. D. Kennedy,	76.6	82.5

THE TRAINING SCHOOLS.—The valuable service rendered by these schools continues, as in past years, to be abundantly manifest. They are indispensable for supplying temporary vacancies, occasioned by necessary absence of teachers from the graded schools. The experience candidates gain under training makes them familiar with the modes of government and teaching that will be required of them in permanent positions as teachers. They are thrown upon their own resources, in charge of a room or class, but have the aid of a competent principal at hand to render all needed aid to prevent failure. Acting as substitutes in other schools, with which they are unacquainted, their capability is tested; and although the trial may sometimes be severe, it is often the most profitable experience they can have, for success in substituting, especially under difficulties, not unfrequently determines favorably the qualifications of a candidate for an appointment.

Theoretically, the Training School is expected to make equally competent teachers of all candidates received. Practically, the difference in capacity for teaching is as extreme, in the different members of a class, as that in scholarship. Nor is superior scholarship always a criterion to determine the probability of success of any indi-

vidual; for often an indifferent scholar, with energy, tact and good judgment, excels as a teacher, while another with high scholarship fails. It is pleasant to note the fact, however, that if all cannot be made equally successful, few of the whole number on trial, during the past twelve years, have entirely failed.

Mrs. Breen has discharged the duties of principal of the Cedar St. School one year, and has proved herself fully competent to perform the duties of that very difficult and responsible position. The scholarship of the pupils, as shown by frequent examinations has been excellent, and the general administration of the school has been quite satisfactory.

THE FAIR ST. TRAINING SCHOOL has had the largest number of pupils that have ever been entered on its register in any single year. A remarkable feature of the school has been the successful cultivation of the habit of *attention.* With the children it was equivalent to "*learning to think,*" and this became their watchword. Every day "*the best thinkers*" received their extra credits. "*Undivided attention to present duty*" was the motto of the school; and with cheerful earnestness they observed it. Results: studious habits, prompt obedience, self-government, more rapid progress in learning, mental discipline, quiet movements and good order. What more was needed to make this "a model school?" If "undivided attention to the duty of each passing moment," is a good maxim for school, why not for the practical duties of life beyond school days? What more profitable lesson can be taught in all the schools?

The first class of the highest room in each school was promoted to the Grammar Schools, at the annual examination, and entered rooms higher than the one from which they were promoted. *Thorough instruction* is the first object sought for in these schools, not only for the sake of the children, but for the benefit of the young teachers, that they may carry from the school a proper standard to their future work elsewhere.

During the past year seventeen members of the High School class, graduating in 1877, were appointed to the Training Schools. The number promoted each year from these schools depends upon the number of vacancies to be filled on account of the withdrawal of teachers from the service of the Board. 103 of the 167 female teachers, employed outside of the training schools during the past year, have been members of these schools, in preparation for their permanent appointments.

THE TELEPHONE, introduced during the past year, has proved a most valuable instrument in time saving and as a means of quick communication. Hitherto, messengers were sent daily from all the schools to the office of the Board, occupying much time of pupils, for information which now is conveyed by direct conversation between the Superintendent and Principals at their schools. A single instance will illustrate.

A Principal finds a teacher absent in the morning on his arrival at school, and through the telephone asks the Superintendent to provide a substitute, who in turn directs the Principal of the Training School to send one from her school. In less than five minutes the substitute is on her way to the school. In the ordinary way a boy must be sent with a note, requiring half an hour or more, from Washington, Woolsey or Dwight districts, then the Superintendent must go or send to the Training School, requiring another half hour, and before the substitute can reach the room a large part of the half day is gone and the room without a teacher, is in disorder.

Many directions are thus conveyed, saving much time and facilitating the work of the schools.

UNGRADED SCHOOLS.—The whole number of pupils registered in the WHITING ST. SCHOOL during the year was 167,—21 more than were reported the year previous. The average daily attendance was also greater, and the per cent. was .952 against .940; the number of truants 41, of truancies 75, against 64 and 143; perfect sessions

45 against 32; of half days absence 122 less than last year, although the number of scholars was greater.

These figures alone indicate a favorable condition of the school; but the increased interest of the boys in their studies, their prompt obedience to all requirements of the school, and their improved deportment, in and out of school, all give evidence of gratifying progress in the right direction, highly creditable to both the teacher and the pupils.

THE GRAND ST. UNGRADED SCHOOL, under the charge of Mr. H. A. Loveland, has made excellent progress during the year. The improvement of the boys has been quite marked. They have learned to be studious, comparatively gentle in their deportment and obedient. Boys restive and unwilling to be controlled by a female teacher, can here learn how to study and obey.

THE FAIR ST. UNGRADED SCHOOL receives both sexes. It is designed for a class of children whose circumstances prevent their regular attendance in the graded schools. It continues to be partially an industrial school, in which sewing is taught one half day every week. Several benevolent ladies volunteer to assist in teaching the children the use of the needle. Perhaps no part of the instruction these children receive will be of more practical value to them, hereafter, than that which they receive in sewing. The school is thoroughly taught and well managed.

TWO EVENING SCHOOLS were open from the first week in October till the first of March, except during the holidays. An aggregate of over three hundred young men and boys were in attendance. Only those over fourteen years old and not attending the day schools are admitted. Over one hundred attended the school in Fair Haven. The average number in both schools was about one hundred and sixty. The young men were very earnest to improve their opportunities and evidently derived much benefit from the instruction they received.

TRUANCY.—The number of truants was 570, during the year, against 577; and truancies 1020 against 1105, the year before, in all the schools. Truant Officer Sullivan reports the number of truants arrested from September 1, 1877, to September 1, 1878, in the several months as follows:

September, 10; October, 18; November, 7; December, 9; January, 2; February, 11; March, 15; April, 7; May, 7; June, 28; July, 1. Total for the year, 115.

Total number of boys sent to the State Reform School at Meriden, for inveterate truancy, was 14.

Total number of girls sent to the Industrial School at Middletown was 1.

He also reports that 12 boys were sent to the Reform School for vagrancy and theft, of whom some were members of the Truant School, and some belonged to other schools of the district.

Truants are disciplined and restrained by teachers as long as there is any reasonable expectation that they can be controlled in the school where they belong. Parents are consulted and their coöperation sought. Cases of persistent truancy are reported to the Superintendent, who places each case in the hands of the Truant Officer, and he confers with the parent and gives notice that an arrest and commitment to the truant school will follow a repetition of the misdemeanor. The difference between the whole number of truants reported and the number arrested, is thus explained.

Truancy is a serious evil in the schools, and comes largely from want of parental care and control. Where there is a cordial coöperation of the parent with the teacher and judicious government is exercised at home, truancy seldom occurs. The same remark applies to almost every kind of misconduct.

The truant department has been unusually successful in its management. Much credit for this is due to the promptness and efficiency of Truant Officer Sullivan. He has become thoroughly acquainted with the duties of the office; and knows well the boys and home surround-

ings of the class demanding his attention. Such knowledge is indispensable, and can be attained only by long experience. Permanency of this officer is as important to success as that of the teacher.

NEARSIGHTEDNESS OF PUPILS.

A widely extended interest has recently been awakened in regard to the proper use and protection of the eyes of children at school. The impairment, or loss of the most important sense we possess is a matter of too serious character to be neglected. An accident that will cripple a limb for life is sufficiently to be dreaded; but the loss of that sense which shuts from the mind, in any degree, a perception of the world in which we live, is greatly to be deprecated, for both enjoyment of life and usefulness are diminished in proportion as vision is obscured.

Disease of the eyes, in various forms, is one of the most common bodily ailments that check the progress of pupils in their studies; and few diseases are more obstinate and difficult to remove than those affecting the eyes; because they advance gradually, become deeply fixed and require a long time to effect a cure,—if indeed they are not wholly incurable.

Prof. Donders, of Breslau, Germany, was one of the three men who led in what is now styled "The great reformation," in the treatment of defects and diseases of the eye. Of the results of his investigations those relating to "nearsightedness" are most prominent. His conclusion is that while nearsightedness is *sometimes inherited*, as a rule it originates in school life.

Germany is preëminent among the enlightened nations of the world, for the number of its scholars who have devoted themselves, with intensest application, to the investigation of every department of learning. Attendance at the public schools is compulsory and universal. Germany too has become proverbial as a "spectacled nation."

Following are some of the results of investigations showing the proportion of persons affected at different ages.

Dr. Cohn, at Breslau, states that, in thirty-three schools, including its university, he examined 10,060 pupils of all grades, and found that 1,004 of the number distributed among the schools were nearsighted; and that only *twenty-eight* of these had nearsighted parents.

Of the children who were yet in their first half-year of school life, only 0.4 were near sighted, or less than *one* child in *two hundred.* Thence, upward through seven biennial grades, the percentage increased till it reached 63.6 per cent. of those who had been fourteen years at school.

Other examinations made by eminent European oculists showed similar results. Dr. Erismann of St. Petersburg, among 4,358 pupils, found an increase from 13.6 in the youngest, to 43.3 in the highest department. Dr. Reuss, of Vienna, of 1,050 found the increase from 3.3 to 60 per cent. Dr. Pfleuger, of Lucerne, found the increase from seven to twenty-one years, was from 0 to 61.5 per cent.

In the United States investigations have revealed similar results. New York College shows out of 549 students introductory class, 29 per cent. were nearsighted; Freshman class, 46 per cent.; Sophomore, 35 per cent.; Junior, 53 per cent.; Senior, 37 per cent. Dr. F. P. Lewis, of Buffalo, has recently examined the eyes of the Buffalo public school children, and reports that, in one thousand eyes, one hundred and forty-two nearsighted, divided as follows: From 7 to 10 years, 17; from 10 to 12, 11; from 12 to 14, 15; from 14 to 16, 33; from 16 to 18, 51. Similar investigations in Cincinnati, Reading, Penn., Brooklyn, N. Y., and elsewhere, exhibit a like increase.

In Hartford, a careful examination has been made by permission of the School Board, in two of the principal schools, of which the Acting School Visitor, J. H. BROCKLESBY, Esq., makes the following report:

"Examinations have been made in the West Middle

and South Schools. In the former by Dr. W. T. Bacon, and in the latter by Dr. J. A. Steven. In the West Middle, three hundred and eight scholars were examined. They were members of the intermediate and grammar departments, and were from eight to fifteen years of age. There were found to be fifteen per cent. of the number nearsighted. It was a singular fact that in one room in which the scholars sat, so as continuously to face the light, twenty per cent. of them were myopic (nearsighted). In the South School those examined were in attendance upon the grammar department principally, and were from twelve to fourteen years old. The per cent. of nearsighted pupils was twenty-one. This is a higher percentage than found at the West Middle School, but can easily be accounted for in various ways. The scholars are older and have been at school longer, and the matter of light and air space have not received that attention which has been accorded them in the West Middle School,—a new building with more perfect arrangements."

The maximum per cent. of increase differs in different countries. Taking the same ages, from 6 to 20 years, and

				Per cent.		
American	children	show an	increase of nearsightedness from	3.5	to	26.7
Russian	"	"	"	13.6	to	43.3
German	"	"	"	10.	to	62.1

The maximum per cent. of nearsightedness in the United States is less than in the countries of Europe, from which reports are obtained; but since myopia, or nearsightedness is pronounced, by the highest medical authority and has been proved to be, a *progressive disease*, those who have the training and education of the young will be inexcusable if they fail to seek for the causes and to apply remedies for the prevention, if possible, of that which is little less than a calamity to those who suffer from it.

During the past year I have given special attention to the subject and after careful examination of pupils in the different grades, have reached the conclusion that about

the same per cent. of nearsightedness exists among the children in our schools, as in other cities which have been reported in this country. The large number of children from eight to fifteen years of age, seen wearing spectacles by direction of the physician, is an indication that parents are realizing the misfortune of nearsightedness, and are seeking a remedy for it. But there is no remedy, if the opinion of Dr. Howe of Buffalo is correct. He says, "It is a fact fully established, that nearsightedness is an incurable disease; and as such, not simply inconvenient, but also dangerous to vision."

PREVENTION, then, must be the great object of effort; prevention to avoid the *beginning* of the disease; or if it has made a beginning, to check its progress. To this end, the cause of nearsightedness, when it is not hereditary, must be determined.

Let us hear the testimony of distinguished oculists.

Dr. Loring, of New York, says that "The great period for the beginning of nearsightedness is from the tenth to the fifteenth year, just at the time when the investing membrane of the eye, which is elastic at this period of life, yields to the pressure of the watery contents of the eyeball, which are increased by continued application, and the result is a lengthening of the eye, and consequently nearsightedness."

The extreme ages are from seven to twenty, in which the disease may be contracted. Dr. Donders says he "has never seen a case of myopia (near sight), originate after the twentieth year." Prof. Erismann states that "in his experience, it rarely if ever begins after the fifteenth or sixteenth year."

The condition of the eye in which it is most susceptible to the disease, being given, and the period during which near sight can be contracted, being determined, the direct causes which produce it demand careful consideration. As applicable to the pupil engaged in reading or study, they are,

1. Want of suitable light.
2. A wrong position of the head and body.
3. Too long continuous use of the eyes.

Dr. Lewis says, "*Faulty position in study*, indistinct printing on an inferior quality of paper, and *imperfect illumination*, are all important causative factors.

These being remedied, with the exception of certain congenital cases of elongation of the eye-ball, there is no more necessity for our children growing into manhood and womanhood with myopic (nearsighted) eyes, than with disease of the brain, the heart or the lungs."

Dr. Wells: "There can be no doubt that the degree of near sight is often greatly increased during childhood, by long continued study, especially by *insufficient illumination* and a faulty construction of the tables or desks at which the pupils read or write, *forcing the children to stoop*."

Dr. Williams says: "No medical skill can bring back these delicate tissues, once distended, to their former healthy condition; but *prevention is within our power*. The eyes should not be used continuously for small objects, *especially with the head bent forward*. The pupil should not keep his head leaned over his desk, *nor be allowed to study by a feeble light*."

Dr. Loring: "Young children should never hold the book nearer to the eye than *ten inches*, and adults never further from the eye than eighteen inches. Long continued use of the eye upon objects brought close to it, is considered by all authorities one of the most, if not *the* most fertile causes of progressive nearsightedness."*

I have made these liberal quotations from the highest authorities on this subject, that teachers may understand how much depends on their efficiency and careful atten-

* The following surprising results are from recent investigations of Drs. Hermann S. Cohn and Hugo Magnus, in Breslau, N. Germany, relating to *color-blindness*, i. e. cases in which persons are unable to distinguish one color from another. "Of 2561 male scholars, there were 67 color-blind, or 2.6 per cent. Out of 2318 female pupils, only *one*. The per cent. among children of Hebrew birth was much greater than of others. Among 1947 children of Christians, there were color-blind, 42, or 2.1 per cent. Of 814 children of Hebrew birth, there were 34, or 4.1 per cent. color blind. Of 836 *female* children of the Hebrew population, *not one* was found color blind."

tion to the habits of the children under their care, and especially to the proper regulation of the light of the room during the hours of study.

Children doubtless suffer much from headache, nervous, uneasy sensation, in consequence of bad light, or vitiated atmosphere in the school room, without being conscious of the cause. And when the pupils all suffer and become restless, the teacher sometimes censures and punishes, making bad worse, when a cheerful light and pure air would have restored comfort to the children and good order in the room. No thoughtful, judicious teacher, however absorbed she may be in giving instruction to her classes, will neglect the physical comfort of the children under her care. The two extremes of allowing the blinding rays of the sun to shine upon the desk and book of a child while studying; and closing the shutters so as to require the children to study in semi-darkness are equally censurable. And yet these are events of too frequent occurrence, most directly productive of diseases of the eyes of every kind.

"It must not however be understood that the school-room alone is accountable for this disease of nearsightedness; it may be vastly increased outside the school-room, where similar causes exist."—Dr. Lewis.

Parents have a joint responsibility with teachers, in this, as in the training and education of their children in other respects. They ought to test and discover the incipient stage of disease and seek the coöperation of the teacher in arresting it. At home-parents should guard against every abuse of the eyes, to which they are exposed by the thoughtless, self-indulgence of the child. Reading continuously for a long time; reading or studying at twilight,—by too strong a gas light, or by a light too dim; or facing a light shining with a full blaze directly into the eyes,—studying or reading late into the night; also, passing evenings in brilliantly lighted halls, on public occasions; all these are highly detrimental to eyes at all predisposed to nearsightedness, or indeed to disease of any kind.

Teachers should not fail to confer with parents when they find symptoms of near sight in a pupil, that concert of action may be had, in order, the more effectually, to restrain the child from habits detrimental to his improvement. A kindly sympathy is likewise due to the unfortunate pupil, who sees everything dimly, and is regarded as stupid because he cannot see distinctly what is clear to the vision of another.

It is a fortunate compensation that our schools are prosperous while business languishes and property values are steadily shrinking. It would be a fearful aggravation of present trials, if the dark cloud that hangs over us should likewise enshroud the minds of our children and darken their future prospects. The future of individual and public welfare will depend on the intellectual and moral culture of the children of to-day; and the value of all possessions hereafter will be determined largely by the preparation of the young for duties which they will be called to assume in manhood. The wealth and strength of the nation are in its men; and what the nation shall be in the next generation depends upon the training of the family and the schools of the present.

We have occasion for congratulation therefore that the public sentiment of this community is firmly established in this one purpose, that the children shall not be allowed to grow up in ignorance.

The steady advance made, year by year, in perfecting our school system, has not been a mere matter of chance. It is of little account that few can comprehend the laborious efforts, the burden of care and anxious thought required of those on whom has been laid the responsibility of building up and perfecting it. But the approval of the people,—of those who have a direct interest in it, and are able to appreciate its value from the advantages it furnishes,—is a matter of the highest importance and affords to those entrusted with its administration sufficient stimulus to still greater effort. Such approval has been manifested, and encouraged by it renewed exertions have constantly been made to attain still greater perfection.

In closing this thirteenth year of my labors in the schools of New Haven, I desire to make grateful recognition of the measure of success attained during this period. If clouds portentious of evil have at times appeared, they have quickly passed away and left a clear sky. Whatever of toil and perplexity have by necessity attended the performance of duties, these have been greatly mitigated by the harmonious action of those who have been laboring together, all striving to secure the same grand result,—the promotion of the best interests of the children for whom the schools are provided. As to what may lie athwart our course in the future, we may appropriately adopt the utterance of the great statesman concerning the welfare of his own commonwealth, "*Thank God, the past, at least, is secure.*" The degree of hope we may entertain for the prosperity of our schools, hereafter, will be measured by the wisdom, watchful care and active interest exercised by the people for whose benefit they were established.

Respectfully submitted,

A. PARISH, *Sup't Schools.*

NEW HAVEN, CONN., Aug. 31, 1878.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish by its course of study.

I. The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their application in the various departments of industrial life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, High School Course.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one year, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, etc.

Correspondence.—A variety of topics connected with the details of business will be given the pupil designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression, and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Average, Partial Payments, Equation of Payments, and Partnership Settlements.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third optional. The optional studies are in italics.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place during the last week of the Winter Term. Pupils residing in the city must be present at the regular examinations unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons: but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

The following are the branches on which the candidates are examined for admission: Arithmetic, English Grammar, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

The candidate must be familiar with "French's Common School" ARITHMETIC, omitting Arithmetical and Geometrical Progression; and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Harper's Common School Geography, or its equivalent, is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in Latin, Greek, French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April, 1878.

ARITHMETIC.

Time, 3 *hours.*

1. How many yards of carpeting will it take to carpet a room 11.5 yards long and 5.5 yards wide?

2. .0015 mi. is what decimal of a foot?

3. How many square yards in the walls and ceiling of a room which is 25 ft. long, 15 ft. wide, and 12 ft. high?

4. Classify the following numbers, as 1. Prime. 2. Composite. 3. Even. 4. Odd numbers: 3. 10. 17. 21. 28. 31. 56. 63. 72. 81. 44. 39. 91. 67. 51. 84. 99. 100. Write the numbers of each class together.

5. How much will $58\frac{1}{2}$ bu. of apples cost, at the rate of $\$4\frac{7}{10}$ for $11\frac{2}{3}$ bushels?

6. The longitude of Philadelphia is 75° 9′ 54″; that of Cincinnati 84° 27′. When it is noon at Cincinnati what is the time of day at Philadelphia?

7. A drover lost 10% of his sheep by disease, 15% were stolen, and he had 171 left. How many had he at first?

8. If a newsboy pays $2\frac{1}{2}$ cts. for papers and sells them at $1\frac{1}{4}$ cent advance, what per cent. is his profit?

9. What is the amount of $978.18 from Sept. 24, 1877, to Oct. 25, 1879, at 8%, simple interest?

10. What is the compound interest of $864.75 for 3 yr. 8 m. 15 d. at 6%?

11. At what rate will $560 amount to $659.40 in 2 yr. 11 mo. 15 da.?

12. A capitalist invested $10,176 in New York City Bonds at 4% discount. What amount of Bonds did he receive?

13. What is the interest for 6 months on the present worth of a note for $350, due 6 months hence?

14. The Bank of New York having declared a dividend of 4%, a stockholder living in Savannah drew on the Bank for his dividend on 50 shares, and sold the draft at $1\frac{1}{2}$% premium. How much did he realize from the dividend?

15. A owes B $700 payable in 4 mos.; $500, in 6 mos.; $800, in 10 mos.; and 1000, in 12 mos. In what time may the whole be justly paid?

16. If 75 men can build a wall 50 ft. long, 8 ft. high and 3 ft. thick, in 10 days, how long will it take 100 men to build a wall 150 ft. long, 10 ft. high and 4 ft. thick?

17. Two men hire a pasture for $50; one puts in 20 horses for 12 weeks, the other 25 horses for 10 weeks. How much should each pay?

18. The side of a square room is 40 feet. What is the distance between its opposite corners on the floor?

19. How many feet long is the side of a cube equal to a pile of wood 40 ft. long, 15 ft. wide and 6 ft. high?

20. Write the following, expressing it in three ways: 1. In Km. 2. In m. 3. In mm.; viz. 150 Km. 320 m. 36 cm. At $135 per Dl. what is a liter of molasses worth? Find the cost of $29^{k}\cdot5$ at 16 cents per g. Find the area of a floor $3^{m}\cdot2$ long, and $2^{m}\cdot6$ wide. If a cu. dm. of lead weighs $12^{k}\cdot35$ what does a cu. m. weigh?

ENGLISH GRAMMAR.

Time, 3 hours.

1. Define Etymology.

2. Define the following classes of nouns: 1. *Common.* 2. *Proper.* 3. *Abstract.* Write a noun of each kind.

3. Write the plural of the following nouns: Church. Motto. Story. Child. Thief. Chimney. Mouse. Tooth. Brother, (two forms.) Pea, (two forms.)

4. Name the word of the feminine gender corresponding with the following: Man. King. Father. He. Son. Stag. Murderer. Heir. Hero. Executor.

5. Write the following,—changing the italicized phrases into possessive nouns; 1. The book *of the girl.* 2. The garments *of the ladies.* 3. The mother *of Moses.* 4. The palace *of the princess.* 5. The skill *of the engraver.*

6. Define each of the three classes of pronouns: 1. *Personal.* 2. *Relative.* 3. *Interrogative.* Write *three sentences*, including one of these pronouns in each sentence.

7. What are *who, which* and *that* used to represent? Illustrate by short sentences.

8. Write a sentence containing *who* as a relative; one with *which*, and one with *whom* as relatives.

9. Write sentences containing the following verbs and their complements: 1. Study. 2. Is. 3. Appears. 4. Smells. 5. Feels. State what kind each complement is.

10. Name the five grammatical forms of the verb. Write sentences containing the word study, to show how it is used in each mode.

11. Write the verb *walk* in the *present perfect tense*, in all moods that will take that form.

12. Write the verb *fly* in the 1st person of each tense, of the indicative and potential moods.

13. Define, 1. *The progressive.* 2. *The emphatic.* 3. *The interrogative* form of the verb, with sentences to illustrate.

14. Change the following verbs from the *active* to the *passive* voice, preserving the full sense: 1. No one has yet reached the North Pole. 2. The first fresh dawn awoke us. 3. Dr. Livingstone has explored a large part of Africa.

15. Describe *five* of the nine *uses* or functions of the noun, in etymological parsing, and illustrate each by a sentence.

16. What *six attributes*, or *particulars* must be named in parsing a verb?

17. Indicate the grammatical errors in the sentences following, and tell why they are wrong. 1. Who did you vote for? 2. There is no one here besides Mary and I. 3. It was him and me that were chosen. 4. A company of soldiers were in the fort. 5. This is the friend which I love.

18. Parse the words in italics, in the following lines, in abbreviated form.

> But *he that* filches from me *my good name*,
> *Robs* me of that *which* not enriches him,
> And *makes me poor indeed.*

Maximum, 10 credits.

19. Analyze the following sentence: *The hardy Laplander, clad in skins, boldly defies the severity of his arctic climate.* Maximum, 10 credits.

20. Write an account of any important event in history, that you can remember, containing not less than twenty, nor more than twenty-five lines. Credits will be given for grammatical construction, clearness of expression, punctuation, etc. Maximum, 15 credits.

U. S. HISTORY.

Time, 3 hours.

1. Describe the first voyage of Columbus and the land he discovered.
2. What parts of the main land of the western continent did he afterwards discover? In what year?
3. State how this continent happened to be called America.
4. On what did England base her claims to the territory of North America?
5. Give an account of Sir Walter Raleigh's attempts to colonize America.
6. What three colonies were first established in Connecticut? Where located? In what year united?
7. Where were the Pequods located? Give an account of the Pequod war.
8. What four wars are mentioned in the colonial history before the French and Indian war?
9. Give an account of William Penn's agency in the settlement of Pennsylvania and Delaware.
10. What claims to territory were made by France and England, which led to the French and Indian war?
11. Write five dates (years only) between 1607 and 1750, and name some event that took place in each year.
12. State some of the causes that led to the American Revolution.
13. Where was the first blood shed? Give some account of the occurrence.
14. Give an account of the battle of Bunker Hill.
15. What can you say of Benedict Arnold?
16. Give an account of Major André.
17. At what place, in what year, did the last great battle of the Revolutionary War take place? What general had command of each army?
18. What led to the insurrection known as Shay's Rebellion? Give an account of that insurrection.
19. *When* and *where* did Washington die? What was his age?
20. Give a brief account of the beginning of the great rebellion in 1861. In what year did the war of the rebellion end? Who were the commanders of each army at the close of the war?

SPELLING.

First Class.

1 Auxiliary.	14 Scissors.	27 Interference.	40 Nuisance.
2 Coalesce.	15 Synonym.	28 Fatiguing.	41 Menagerie.
3 Vigilance.	16 Leisurely.	29 Resuscitate.	42 Absence.
4 Verily.	17 Tableau.	30 Assassinate.	43 Acquiesce.
5 Marvelous.	18 Chloroform.	31 Fascinate.	44 Harass.
6 Accelerate.	19 Elliptical.	32 Proceeding.	45 Besiege.
7 Gratitude.	20 Anthracite.	33 Procedure.	46 Capitol.
8 Dyspepsia.	21 Veracity.	34 Extirpate.	47 Ceiling.
9 Erysipelas.	22 Dissyllable.	35 Lacerate.	48 Descendant.
10 Innuendo.	23 Trisyllable.	36 Subsistence.	49 Wrap.
11 Surfeit.	24 Insipid.	37 Celery.	50 Principal.
12 Etymology.	25 Mucilage.	38 Benignly.	
13 Cylinder.	26 Suitable.	39 Synagogue.	

NOTE.—Only four pupils under examination spelled all the words correctly, in the list above.

One from the DWIGHT SCHOOL, Hubert D. W. Carrington.
Three " EATON " Nellie M. Bunnell.
Fannie H. Hughson.
Lillie Whittemore.

HILLHOUSE HIGH SCHOOL.

Annual Examination, April, 1878.

BOOK-KEEPING.

Fourth Class.

Write Journal, Ledger, and Trial Balance, from the following transactions, allowing in the Ledger eleven lines for each account.

New Haven, March 1, 1878.—H. B. Bryant invests in business this day: Cash, $1,000; Merchandise, as per inventory, $1,000; Promissory Notes, due him, $1,100; a debt, owed by Wm. Alexander on account, $500. H. B. Bryant owes, on Promissory Notes, $600; to C. S. Dole on account, $400.

2. Bought of C. S. Dole: 1 Set Enameled Furniture, $200; 1 Carved Rosewood Bureau, $100. Gave in payment, Cash, $150; my draft at 30 days on Wm. Alexander, $100; balance was purchased on account, $50.

5. Sold to H. D. Stratton: 1 Mahogany Settee, $50; 6 Parlor Chairs, $42; 1 Black Walnut Bookcase, $200. Received in payment, Cash, $190; a Promissory Note signed by Peter Cooper, in favor of R. Anthony, $102.

6. Accepted C. S. Dole's draft on me, favor of Wm. G. Ashton, for $200.

9. Bailey & Davis, whose note I hold for $600, have failed and compromised with their creditors at 50 per cent., ½ to be paid in cash and ½ in goods. Received Cash, ——; Merchandise, ——; lost the balance, ——.

12. Paid Cash for my note and interest due this day. Face of Note, $300. Interest for 6 mos. at 6 per cent, $9.

15. Sold to Wm. Alexander: 1 Black Walnut French Bedstead, $50; 1 Extension Dining Table, $50; 1 Enameled Bedroom Suit, $300. Received in payment, Cash, $100; his Note at 60 days, $200; balance was sold on account, $100.

16. Received Cash, less discount for Wm. Moore's note of $500, at 3 mos., dated Jan. 13, 1878, due April 16. Discount for 1 mo., $2.50. Cash received, $497.50.

17. Bought of James Walton on my Note at 60 days, Merchandise amounting, per inventory, to $300.

19. Paid cash for my Acceptance, favor of Wm. G. Ashton, due this day, $200.

20. Paid rent in Cash, $100.

31. Merchandise, remaining unsold amounts to $288.

PHYSICAL GEOGRAPHY.

Fourth Class.

1. Within what general divisions is Physical Geography embraced? (1)
Describe lagoon islands. (4)
Mention the five principal classes of mineral springs. Locate and describe one of each. (5)

2. Describe a cañon. (3)
Upon what does the velocity of a river depend? (8)
What are the opinions of scientific men in regard to an open polar sea? (6)

3. Explain the cause of tides. Illustrate by figure. (6)
Describe the trade wind and how it originates. (6)

4. What is the cause of rain? (8)

Explain the origin of dew and state what influences its deposition. (3)
What is the effect of the position of mountain chains upon climate as illustrated by the Andes and Himalayas? (4)
5. Describe the phenomenon called St. Elmo's Fire. (5)
Explain the origin of thunder storms, and state where they are most violent. (5)

ANCIENT HISTORY.

Fourth Class.

1. In whose reign and *how* did the First Assyrian Empire end? (1) The Second? (1)
Give an account of Nebuchadnezzar. (7)
Describe the labyrinth. (7) Battle of Thymbra. (3) Principal objects of worship among Egyptians; Persians; Greeks. (3)
2. Bound Phocis; Beotia; Attica; Corinth; Laconia. (5)
Give laws of Lycurgus, Solon, and Draco, and compare them. (4)
3. Mention causes which led to the Peloponnesian War, and give an account of the embassies sent from Sparta to Athens. (6) History of the "Thirty Tyrants." (4)
4. What was the last case of ostracism in Athens? (1)
Mention three instances of sacrilege in the history of Greece. (3)
What parties were engaged in the battles of Issus, Arginusae, Mantinea? Who were the leaders, and which party was victorious in each? (3)
5. Name the leaders (Spartan and Athenian) of the land and naval forces during the Peloponnesian War, and state what became of each. (5)
Compare characters of Themistocles and Tissaphernes. (3)
Name ten or more prominent persons living during the life of Socrates. (5) Important events occurring during the same time. (5)

BOTANY AND PHYSIOLOGY.

Fourth Class.

1. Organs of Vegetation. Organs of Reproduction. Describe the seed. Nourishment in the seed. How and when provided? In what forms existing? How changed in germination? (12)
2. Classes based on the number of cotyledons.
Other characteristics of the same classes.
Describe the mode of life in biennials. (8)
3. Three modes of veining in leaves. Define the terms linear, oblanceolate, orbicular, cordate, palmate, pinnate.
Define panicle, raceme, umbel. Illustrate by drawings. Give characteristics of the orders *Leguminosæ* and *Labiatæ*. (10)
4. Composition of the bones. Describe the tendons. (5)
State the immediate and the general effects of exercise. (5)
Perspiratory glands, and uses of perspiration. (5)
Distinguish between organic and inorganic food substances. (1)
Habits of nations as regards diet. (1)
Injurious effects of rapid eating. (5)
5. Trace the course of the blood in the circulatory organs. (5)
Name the organs of respiration. (1)
Describe the cerebrum. (5)
Name the parts of the eyeball. (1)
Explain the terms *auditory canal; membrana tympani; Eustachian tube; labyrinth.* (6)

ALGEBRA.

Fourth Class.

1. (a) From $5x+4y\sqrt{a+b}+(a-3)xy+y^2$ Subtract $4y(x-y)-6x-2y\sqrt{a+b}$.

   (b) Find the value of x in the equation $\frac{1}{2}(x-\frac{1}{2})-\frac{(x-5)(x-2)}{2}=8\frac{5}{8}=\frac{x^2}{2}$.

2. (a) Find the L. C. M. of a^4-1, a^6+a^2, and a^2+1.

   (b) Find the G. C. D. of $x^3-8x^2+19x-14$ and $x^4-7x^3+8x^2+28x-48$.

3. (a) Simplify $\frac{a-b}{b}+\frac{2a}{a-b}-\frac{a^3+2a^2b}{a^2b-b^3}$.

   (b) Simplify $\dfrac{\frac{x^2}{a^2}-\frac{x}{a}+1}{\frac{(x+a)^2}{a}-\frac{(x-a)}{a}}+4a^2x$.

4. (a) Combine $\frac{1}{a+b}+\frac{b}{a^2-b^2}-\frac{a}{a^2+b^2}$.

   (b) Combine $\frac{3a-4b}{7}-\frac{2a-b-c}{3}+\frac{15a-4c}{12}-\frac{a-4b}{21}$.

5. (a) Reduce to its lowest terms (by using the G. C. D.) $\frac{x^3-x^2+2x+3}{2x^4-9x^3+12x^2-7}$.

   (b) Divide $\frac{x^4-b^4}{b^2+b^2-2bx}$ by $\frac{x+b}{x-b}$.

LATIN.

Fourth Class.

1. Apply the rules for sound to the italicized letters and mark the accent in the following words: vi*i*ium, Pomp*ei*us, public*ae*, pet*ie*runt, Ses*ti*us, Roman*os*, cust*os*, aggeris, causa. (8)

2. Give the rules for gender of nouns of the third declension. Determine the gender of the following nouns: *nauta*, *Cyprus*, *dominus*, *pelagus*, *rationibus*, *pontes*, *corpus*, *virtute*, *sol*. (8)

3. Decline *filius*, *miles*, *vir*, *iter*, *domus*, *deus*. (8)

4. Decline *alter* and *acer*. Compare *acer*, *facilis*, *altus*, *supremus*, *proximus*. (8)

5. Decline *idem* and *qui*. Give the list of the possessive and demonstrative pronouns. (8)

6. Write the synopsis of *facio* in the third plural, indicative and subjunctive active, and of *doceo* in the second singular active of both modes. Give all the infinitives of the first verb and all the participles of the second. (8)

State the principal and historical tenses of verbs. What are defective and deponent verbs? Give examples. (4)

7. Inflect *volo* and *fero* in the imperfect subjunctive active, *nolo* and *possum* in the present indicative and subjunctive. (8)

8. Translate—

1. *Hoc me* docuit usus, *magister* egregius. 2. Aurum *domum* comportant. 3. *Caesari* omnia erant agenda. 4. Conscia *recti* mens famae *mendacia* ridet. 5. Aliorum vitia cernit, obliviscitur *suorum*. 6. Hannibal *femur* ictus cecidit. 7. Servi *moribus* iisdem, quibus *dominus*. 8. Ego vos hortor, ut amicitiam omnibus *rebus* humanis anteponatis. 9. Dionysius tyrannus, *Syracusis* expulsus, *Corinthi* pueros docebat. 10. Decrevit senatus, ut consul videret, ne *quid* res publica *detrimenti* caperet. (10)

Principal parts of *agenda*, *ridet*, *obliviscitur*, *cecidit*, *expulsus*, *decrevit*. Syntax of italicized words. Name any English derivatives from words in this passage. (8)

9. Translate—

Quibus allatis, filios hortatur, ut hunc *fascem* frangerent. *Quod* quum facere non possent, distribuit singulas virgas, iisque celeriter fractis, docuit illos, quam firma *res* esset concordia, *quamque* imbecillis discordia. (8)

Syntax of italicized words. Principal parts of *allatis*, *fractis*. Explain the mood and tense of *frangerent* and *esset*. Compare *celeriter*. Analyze the last sentence, dividing it into principal and subordinate clauses. (8)

10. Translate—

Hanc rogabant, ut viam in arcem monstraret, *eique* permiserunt ut munus *sibi* posceret. Illa petiit, ut *sibi* darent, *quod* in sinistris manibus gererent, annulos aureos et armillas *significans*. At hostes in arcem ab ea perducti *scutis* Tarpeiam obruerunt; nam et ea in sinistris manibus gerebant. (8)

Principal parts of permiserunt, posceret, darent. Syntax of italicized words. If *rogabant* were *rogant*, what would be the form of *monstraret?* Where did the event herein narrated take place? To whom does *hostes* refer? (8)

GERMAN.

Fourth Class.

1. Translate into German:—The father brought his son himself. These young people love each other. They who do not speak the truth, deserve no confidence. I have bought a new English Grammar. Who has brought these new books?

2. Decline with its proper definite article each of the following nouns, state to which declension each belongs, and give the meaning of each one: Geheimniß, Kunst, Lohn, Reisende, Schwager.

3. Correct the following sentences:—Diesen Garten und das meine Nachbar ist zu verkaufen. Ich schreiben zu meine Vater, Du schreiben zu Deiner und Caroline schreiben zu seiner. Wir often denken an Ihnen. Meinen Sohn Friedrich ist bei seiner Lehrer geblieben. Du lieben Deiner Schwester.

4. Conjugate both the Indicative and Subjunctive of the auxiliary verb sein.

5. Give the principal parts of the following verbs: leben, lachen, weinen, lennen, denken, wissen.

6. Translate into English:—

Wenn die Tage länger werden,
Wächst das Herz auch in der Brust,
Leichter wird es dann auf Erden,
Alles athmet Lust.
Alles athmet Lust und Sehnen,
Heimlich nur im jungen Jahr
Denkt ein Armer noch mit Thränen,
Daß ein Winter war!

7. Give the gender and meaning of the following nouns:—Schlacht, Eisen, Stahl, Weib, Sonne. Give plural of Hauptmann, Amtmann, Bund, Rath, Tod.

8. Translate:—She has six pair of *shoes*. Henry is to buy five *quires* of paper. I know my *duties*. The *beams* of the *sun* are very warm. Open your *eyes*.

Give rules for the cases of the italicised words.

9. Translate:—Die Gesundheit des Körpers hat großen Einfluß auf die des Geistes. Was haben Sie entdeckt? Können Sie mir sagen, wer dieses gethan hat? Der Lehrer lobt die Schüler wegen ihres Fleißes. Er zeichnet sich aus.

10. Read for pronunciation.

RHETORIC.

Third Class.

1. Changes in the language of Britain from the earliest days to the present time. (3)

Effect of the Norman Conquest upon the language of England. (2)

Compare the usages of German and of English scholars in regard to the introduction of new words. Give illustrations. (2)

From what language are the words in the following extract derived?

> "When once the shrinking, dizzy spell was gone,
> I saw below me, like a jewelled cup,
> The valley hollowed to its heaven-kissed lip—
> The serrate green against the serrate blue—
> Brimming with beauty's essence." (6)

2. Punctuate and capitalize the answers to the preceding questions. (5)

Give three particulars of the rule for use as the law of language. (1)

Criticise the following words in regard to Purity: waitress, preventative, walkist, blasé, orate, casuality, enthused, curiousness. (4)

3. Correct the following sentences:

The author of that poem is a mutual friend of ours. I wish I could write like you. His argument was predicated on that belief. I expect you had a beautiful gift yesterday. (3)

Explain and illustrate the shades of meaning in the following words: only, alone; adjacent, adjoining, contiguous; sufficient, enough; banish, exile, expel. (3)

Give five rules for the construction of sentences and correct the following:

All persons must detest traitors who possess any love of country.

I don't think you can do good to anybody, if you set out with telling them how worthless and bad they are.

I have got, at the very lowest calculation, at least one hundred votes.

His is a mind that, in discerning and reflecting whatever odd or amusing things occur in the life around him, occupies itself preëminently.

The vessel made for the shore, and the passengers soon crowded into the boats, and reached the beach in safety, where the inhabitants received them with the utmost kindness, and a shelter was provided for them. (5)

4. Define Figure and give the origin of figures. (3)

Define Metaphor, Antithesis, and Hyperbole; give an example of each. (3)

Point out, name, and criticise the figures in the following:

> "My hopes and fears
> Start up alarm'd, and o'er life's narrow verge
> Look down—on what? A fathomless abyss."
> "O dark and cruel deep, reveal
> The secret that thy waves conceal."
> "If in the morn of life you remember God, he will
> not forget you in your old age." (6)

5. Method of forming clear ideas of Sublimity and Beauty in composition. (3)

Define Wit. Give an example. (3)

Relation of poetry to other arts; mention celebrated Epic poems. (3)

Refer to the proper class the principal poetical works of the following authors: Homer, Bryant, Watts, and Shakespeare. (4)

ANCIENT AND MEDIÆVAL HISTORY.

Third Class.

1. When was Rome founded? (1)
Give an account of Tarquinius Priscus. (3)
Conspiracy to restore the Tarquins. (3)
2. Describe the decisive battle of the Second Punic War. (4)
Give a sketch of Mark Antony. (4)
3. By whom and under what circumstances were these words spoken?
"Thou has saved Rome, but lost thy son."
"Darest thou kill Caius Marius?"
"We have no empire over religion, for no man can compel belief."
"I have gold for my friends, and steel for my enemies."
"I am urged on against those whom God wishes to punish." (10)
4. Condition of the Roman empire at the close of the fourth century.
Give instances when the barbarians were called into the empire. (5)
Name and describe three races of kings in France.
Explain the application of the term "sluggard kings." (4)
Origin, work, and influence of the Benedictines. (3)
5. Date and result of the battles of Châlons, Poictiers, and Hastings. (3
The Feudal System. (4)
Claim of Edward III. to the throne of France.
What battles were fought in pressing that claim? (3)
Character of Thomas á Becket. (3)

ANCIENT GEOGRAPHY.

Third Class.

1. What and where were the following: Dacia, Cyprus, Sequana, Chalcidice, Ararat, Baetis, Zeugma, Lugdunum, Vindelicia, Damascus? (10)
2. Give the ancient name of Switzerland, Paris, London, Carthagena, Straits of Gibralter, Constantinople, Sea of Marmora, Africa, Isle of Anglesea, Sea of Azov. (5)
Describe the city of Tyre. Mention one of its exports. (3)
Of what importance to the ancient world were Tyre and Sidon? (3)
3. Describe the Euphrates. (1)
Where is Mt. Olympus? Ossa? Pelion? Parnassus? Pentelicus? (7)
For what is each of the following noted? Colchis, Pharsalia, Halicarnassus, Thermopylae, Nicaea, Alesia, the island of Pharos. (7)
4. Name the provinces of Gallia Transalpina. What modern countries did they comprise? (3)
Where was Carthage? Massilia? Thebes? Corinth? Actium? Nineveh? (6)
What three groups of Grecian colonies in Asia Minor? (1)
What river formed the northern boundary of Moesia?
What two kingdoms were separated by the Halys? (1)
5. From what localities did the ancients obtain gold, tin, amber, silks, marble, ivory, cedar wood, bitumen? (5)
Give the location of Mycenae. (1)
Where was the home of the ancestors of the Indo-European family? (1)

GREEK HISTORY.

Third Class.

1. Describe the legislation of Solon and Lycurgus. (7)

2. Give an account of the Thirty Tyrants and a description of the Amphictyonic Council. (6)

3. Give a brief account of the Peloponnesian war; the dates of its beginning and end, the causes of it, the chief battles and the results. (12)

4. What was the main political object of Demosthenes' life? How successful was he? Who were his principal opponents at home? What was the Oration *De Corona?* (8)

5. Locate and describe the principal buildings on the Acropolis at Athens. (4)

6. Give the locality and a description of the following battles, stating the approximate dates, the opposed parties, and the results: Marathon, Chaeronea, Issus, Mantinea, Cynoscephalae, Arginusae. (8)

7. Who were Xenophon, Pericles, Epaminondas, Cleon, Aristophanes, Timoleon? (8)

ALGEBRA.

Third Class.

1. Prove that a raised to the o power is equal to unity.

Prove, also, that any quantity having a negative exponent is equal to the reciprocal of that quantity with an equal positive exponent.

State the law which governs the changing of signs in fractions.

2. Reduce $(a-1)^2-\frac{(a-1)^2}{a}$ to form of a fraction.

Divide $x^{\frac{1}{2}}+\frac{x^3}{(a-b)^2}$ by $\frac{a}{b^{-3}}+a^{-2}$.

Multiply $a^m-ba^{m-1}x+ca^{m-2}x^2$ by $a^n+ba^{n-1}x-ca^{n-2}x^2$.

3. Given $\left\{\begin{array}{l} 2x+5y-7z=-288 \\ 5x-\ y+3z=\ \ 227 \\ 7x+6y+\ z=\ \ 297 \end{array}\right\}$ to find x, y, z.

4. Expand, by Newton's theorem, $(2a^2+3ab)^6$.

Extract the square root of $4a^4b^2-12a^3b^3+8a^2b^2+9a^2b^2-12a^3b^3+4a^2b^4$.

5. What is a radical quantity?

Reduce a^2, $\sqrt{5x}$, $\sqrt[3]{2ax}$, and $\sqrt[4]{4a^2x}$ to a common radical index.

6. Given $\sqrt{x-a}=\sqrt{x}-\frac{1}{2}\sqrt{a}$ to find x.

Given $2\sqrt{x-a}+3\sqrt{2x}=\frac{7a+5x}{\sqrt{x-a}}$ to find x.

7. Two travelers set out to meet each other, A leaving S at the same time that B left H. On meeting, it appeared that A had traveled 18 miles more than B, and could have accomplished B's journey in 15¾ hours, while B would have been 28 hours performing A's journey. Required the distance between S and H.

8. Given $\left\{\begin{array}{l} 2x^2+2y^2+2x^2y^2=240-x^4-y^4 \\ x^2-y^2=4 \end{array}\right\}$ to find x and y.

9. A and B started toward each other from places 1,000 miles apart. A traveled 2 miles the first day, 4 the second, 6 the third, and so on. B's rate was 2 miles the first day, 4 the second, 8 the third, and so on. At the end of 8 days how far apart were they?

10. What is Proportion?

Demonstrate Proportion by Composition or Division.

CÆSAR.

Third Class.

1. *Translate—*

Postridie ejus diei Cæsar, prius quam se hostes ex terrore ac fuga recipperent, in fines Suessionum, qui proximi Remis erant, exercitum duxit et magno itinere confecto ad oppidum Noviodunum contendit. Id ex itinere oppugnare conatus, quod vacuum ab defensoribus esse audiebat propter latitudinem fossæ murique altitudinem, paucis defendentibus, expugnare non potuit. Castris munitis, vineas agere, quæque ad oppugnandum usui erant, comparare cœpit. (10)

2. Syntax of *diei*, *Remis*, *usui*. Composition of *postridie*. Inflect *itinere*. Difference between *oppugnare* and *expugnare*. What were the *vineæ?* Parse *quaeque*. Explain the arrangement of the words following *propter*. (8)

3. *Translate—*

Temporis tanta fuit exiguitas hostiumque tam paratus ad dimicandum animus, ut non modo ad insignia accommodanda, sed etiam ad galeas induendas scutisque tegimenta detrudenda tempus defuerit. Quam quisque ab opere in partem casu devenit, quæque prima signa conspexit, ad hæc constitit, ne in quærendis suis pugnandi tempus dimitteret. (10)

4. Syntax of *hostium*, *paratus*, *scutis*. Compare *fortiter*, *prima*. State whether the expressions *ad galeas induendas*, *in quærendis suis* are in the gerund or gerundive construction, and change them into the equivalent forms. What is peculiar in the tense of *defuerit?* What is the antecedent of *quæ?* (8)

5. *Translate—*

Est autem hoc Gallicæ *consuetudinis*, uti et viatores, etiam invitos, consistere cogant, et, *quid* quisque *eorum* de quaque re audierit aut cognoverit, quærant, et mercatores in oppidis vulgus circumsistat, quibusque ex regionibus veniant, quasque ibi res cognoverit pronuntiare cogant. His rebus atque auditionibus permoti de summis sæpe rebus consilia ineunt, *quorum* eos e vestigio pœnitere necesse est, quum incertis rumoribus serviant et plerique ad voluntatem eorum ficta respondeant. (12)

6. Syntax of italicised words. Explain the subjunctives *cogant*, *audierit*, *quærant*, *circumsistat*, *veniant*, *serviant*. Derivation of *auditionibus*, *viatores*, *voluntas*. To whom does *eorum* in the last line refer? Analyze the two sentences, stating the principal and subordinate verbs and the words which introduce or connect the different clauses. (8)

7. *Translate—*

Atque nostris militibus cunctantibus, maxime propter altitudinem maris, qui decimæ legionis aquilam ferebat, contestatus deos, ut ea res legioni feliciter eveniret: "Desilite," inquit "commilitones, nisi vultis aquilam hostibus prodere: ego certe meum rei publicæ atque imperatori officium præstitero." (8)

8. What is the antecedent of *qui?* Principal parts of *ferebat*, *desilite*, *prodere*, *vultis*. Inflect *vultis*. Position of *meum*. On what shore did the incident with which this speech is connected take place? Describe the *aquila* and the *vexillum*. (8)

9. *Not for translation.*

A quibus quum paucorum dierum iter abesset, legati ab his venerunt quorum hæc fuit oratio. Se venisse invitos, ejectos domo; si suam gratiam Romani velint, posse iis utiles esse amicos; vel sibi agros attribuant, vel patiantur eos tenere, quos armis possederint; sese unis Suevis concedere, quibus ne dii quidem immortales pares esse possint; reliquum quidem in terris esse neminem, quem non superare possint. (8)

Change this speech from Indirect to Direct Discourse.

General questions.—Give a brief account of Cæsar's first campaign in Gaul, stating the year, his opponents, his line of march and the result of the campaign. How many cohorts were there in a legion? What was Cæsar's title, when he began his campaign in Gaul? What portion of Modern

France was under the government of the Romans at that time, and what was it called? What other districts besides France did Gallia include? What was the *decumana porta* of a camp? Give the two meanings of *legatus*, and show how they are derived. (8)

Latin Composition.

1. Both you and I have waged many wars.
2. The business which you promised to finish has not yet been finished.
3. It is easy for me to carry all my property with me.
4. You are such as I have always thought you.
5. I first make this request of you, to do nothing against your will for my sake.
6. He has lived virtuously, that he might leave life with the greater resignation.
7. There is no one, who does not know that Cæsar conquered the Gauls.
8. He was the first who denied that virtue and vice are contrary to each other.
9. Cæsar decided (*statuo*) that he must cross the river, in order that he might attack (*aggredior*) the cavalry of the enemy. (10)

GREEK.

Third Class.

[All Greek words must be written with accents.]

1. Write the liquids, the rough mutes, and the double consonants. (6)
Give the result of the following combinations: *εο, αε, εα, οω, οε, εοι, αου, εαι, φτ, γθ, κδ.* (8)
2. Decline *ἅμαξα, πολίτης, νῆσος, ὀστέον.* (9)
3. Decline *σῶμα, ἀνήρ, γένος, βασιλεύς.* (8)
4. Decline *ἡδύς, μείζων, ἀληθής* and *πολύς.* (10)
Compare *σαφής, ταχύς, μέγας, ἡδέως.* (4)
5. Inflect *οὗτος* and *ὅστις.* (8)
6. Write the endings of the imperative mood, active voice. What forms of verbs in ω do not have connecting vowels? What is the rule for the accent of verbs, and what are the exceptions to the rule? (8)
7. Give all the participles of *λύω*, the synopsis of the First Aorist Passive of *λύω* and of the Second Aorist Active of *λείπω.* (8)
8. Write the Present Indicative Active of *τιμάω*, the Future Indicative Active and the Perfect Indicative Middle of *φαίνω*, and the Present Indicative Active of *εἰμί.* (10)
Analyze *ἔφηναν, λαμβάνουσι, ἐλελοίπεσαν.* (4)
9. Translate—(1) *οἱ καλοί τε κἀγαθοὶ Κύρῳ εἶνοι ἦσαν.* (2) *ὁ δὲ Κλέαρχος Τολμίδην κεκέλευκε σιγὴν κηρύττειν.* (3) *δύνοι δ' ἄγριοι οὓς οἱ στρατιῶται θηράσουσιν ἐν τῷ τόπῳ εἰσίν.* (4) *Μένων δὲ συνέλεξε τὸ στράτευμα χωρὶς τῶν ἄλλων.* (5) *ὁδοποιήσειέ γ' ἂν Μυσοῖς βασιλεύς, καὶ εἰ σὺν τεθρίπποις βούλοιντο πορεύεσθαι.* (6) *ἐπεὶ δ' ἐξῆλθεν, ἐξήγγειλε τοῖς φίλοις τὴν κρίσιν ὡς ἐγένετο.* (7) *ὅστις ζῆν ἐπιθυμεῖ, πειράσθω νικᾶν.* (8) *ἐπορεύοντο ἐν δεξιᾷ ἔχοντες τὸν ἥλιον, λογιζόμενοι ἥξειν ἅμα ἡλίῳ δύνοντι εἰς κώμας.* (9) *τῇ δὲ αὐτῇ ἡμέρᾳ ἀφικνεῖται ἐπὶ τὴν ἑαυτοῦ σκηνήν.* (10) *πολλοὺς δὲ ποιήσει τὰ παρ' ἑαυτῷ ἑλέσθαι.* (15)
10. State where the following forms are found: *κεκέλευκε, συνέλεξε, ὁδοποιήσειε, ἐξῆλθεν, ἐξήγγειλε, ἐγένετο, πειράσθω.* Analyze *ζῆν, ἐξῆλθεν, ἐπορεύοντο, θηράσουσιν, νικᾶν.* Construction of *Κύρῳ, ἄλλων, κρίσιν.* Principal parts of *ἐγένετο.* What is peculiar in the arrangement of the 6th sentence? Give another correct arrangement of the sentence. Explain the euphonic change in *κἀγαθοὶ* and the irregularity in *ζῆν.* When does the grave accent occur? Supply the word after *δεξιᾷ.* What is the difference between *τῇ αὐτῇ ἡμέρᾳ* and *αὐτῇ τῇ ἡμέρᾳ?* Decline *ἑαυτῷ.* (10)

GERMAN.

Third Class.

1. Give rules for neuter and intransitive verbs. Conjugate the verb gehen. Give a complete synopsis of the verb in the first person plural. Name three transitive verbs which require the auxiliary verb haben to be conjugated.

2. Translate:—Our friend *traveled* in Spain and England. Many English families *reside* in Italy and Germany. We *met with* some friends in New York. Good children *obey* their parents and masters. You have *guessed* my thoughts.

Parse the italicized words.

3. Correct the following sentences:—Ihre Worten haben mir von die Wahrheit die Sache überzeugen. Schiller übertreffen allen deutsche Dichter in Tiefe das Gefühl, aber er sind von Göthe in Schärfe den Verstand übergetreffen. Den Buch liegen an die Tisch. Wir haben gestern von das Land zurückgekehren, wo uns drei Woche geblieben ware. Die Krieg zwischen diese zwei Völker haben noch nicht beginnen.

4. Translate:—

Die Mutter lullt den Knaben
  Mit süßen Liedern ein;
Er will's nicht anders haben,
  Sie muß am Bette sein.
Wie kann's der Schelm nur wissen,
  Ob sie am Bette sitzt,
Der kaum aus seinen Kissen
  Mit halbem Auge blitzt?
Und wie er ohne Kummer
  Frisch athmend rosig liegt!
Das ist ein süßer Schlummer,
  Worin die Lieb' uns wiegt.

5. Translate:—I found these violets in your garden, and tied them in a bunch. We succeeded in catching the thief. The songsters sang admirably. A German, called Gutenberg, invented the art of printing. Lord Byron swam over the Hellespont.

6. Translate:—Louise: Wie schön muß es sein, gleich ihnen das Wesen der Länder und Völker, das Wesen der Natur, des Universums zu erfassen und zu verstehen, sich zu erheben über diese Erde und den Lauf der Sonnen und Welten zu ergründen! Wie klein komme ich mir vor, wenn ich zu ihrer Höhe hinaufblicke und nichts, nichts in mir finde, als den Drang, ihnen zu folgen und sie zu begreifen.

7. Give the principal parts of the following verbs: brechen, erschrecken, helfen, sprechen, stehen, verderben, beginnen, schwimmen.

8. Translate:—Ausdorf: Ich bin's zufrieden, Herr Sohn, es ist ein weiter Weg zu euch her, ich bringe müde Beine und tüchtige Eßlust mit. Hähä, Frau, Du hast Dich zwischen die jungen Leute gesetzt, das ist ein gescheidter Einfall von Dir, denn wenn die bei einander sitzen, sind sie für ihre Gäste ganz ungenießbar. Na, stoßt an, ihr junges Volk, noch viele Tage wie heute! Ihr stoßt nicht an! He, Herr Sohn, Sie machen ein verlegenes Gesicht und die junge Frau hat eine Thräne im Auge! Hat es einen Ehestandsauftritt gegeben?

9. Write and translate two stanzas of any German poem.

10. Read for pronunciation.

GEOMETRY.

Junior Class.

1. Find the value of the rectangle contained by the sum and difference of two given lines.

2. Bisect an angle of a triangle by a line which cuts the base. Derive and demonstrate a proposition.

3. A circle being given, prove that two similar polygons can always be found, the one described about the circle, and the other inscribed within it, which shall differ from each other by less than any assignable surface.

4. State and explain the *Theorems of Limits.*
5. Find the area of a regular inscribed dodecagon in terms of radius.
6. Find the locus of all the points whose distances from two given points are in a given ratio.
7. Prove that, if a figure has two planes of symmetry, MN and PQ, the intersection xx', of these planes, is an axis of symmetry of the figure.
8. Derive a formula for the area of a spherical triangle.
9. Prove that, if from a *variable point* in the base of an isosceles triangle, parallels to the sides are drawn, a parallelogram is formed whose perimeter is *constant.*
10. Prove that every point in the plane which bisects a diedral angle is equally distant from the faces of that angle.

PHYSICS.

Junior Class.

1. Define the centre of gravity of a body.
   When may a leaning body be in stable equilibrium? Show that the downward pressure of a liquid does not depend upon the shape of the vessel. Describe the hydrostatic press and explain its action.
   The distance between the threads of a screw is 1 inch, and the power of 100 lbs. moves in a circle three feet in circumference; how much weight will it balance?
2. Describe the barometer, and mention its uses.
   Explain the action of a siphon.
   How high a column of water will the atmosphere sustain?
   Give the formula for the distance passed over by a falling body in a given time.
3. Explain the propagation of sound.
   What is the computed velocity of sound in air?
   Explain echoes, and mention some remarkable instances.
   Give an account of the longitudinal vibrations of rods free at one end.
4. Define a luminous and a non-luminous body.
   Explain the index of refraction.
   Mention the different kinds of lenses.
   Describe the magic-lantern.
5. Define convection, conduction and radiation.
   Show that liquids and gases are poor conductors of heat.
   Explain the trade winds.

CHEMISTRY.

Junior Class.

1. What is the distinction between organic and inorganic chemistry? Illustrate.
   State the difference between molecular and atomic weight. Explain the principles of the atomic theory.
   How is O prepared?
   What are the characteristic properties of O, H, N, and Cl?
2. Explain the combustion of potassium when thrown upon water?
   Define a salt, an acid, an anhydride, and catalysis.
   What is the cause of the changing color often seen in the scum on standing water?
3. Explain the method of preparing H, and give the reaction.
   Give the formulæ for vitriols, also for potash, pearl ash, sal-soda and soda.

Describe the preparation and properties of the mixed gases.
How much $KClO_3$ would be required to evolve sufficient O to burn the H produced by the decomposition of two pounds of H_2O?

5. Give Marsh's test for arsenic.
What is the difference between "air slacked" and "water slacked" lime?
Give the chemical constitution of cast-iron, steel and wrought-iron.
Which is the higher oxide, and why, that formed in the pantry or at the forge?

MODERN HISTORY.

Junior Class.

1. Name, in chronological order, the sovereigns of England from Henry V. to the present time, and the royal family to which each belongs. How did each of these royal houses acquire and lose the throne?

2. Compare the circumstances under which the Emperor Charles V. and James II. of England resigned their thrones.

3. How are the following names connected with European history? Margaret of Anjou, Oudenarde, Hurst Castle, the Pragmatic Sanction, Mary of Guise, Montrose.

Name a distinguished minister of finance, a naval commander, a navigator, a war minister,—all Europeans—and assign each to his respective nation and reign.

4. Sketch the character of either Richelieu, Maria de Medicis, Charles I. of England, or Charles XII. of Sweeden, supporting your opinion by facts.

5. Describe the rise and progress of British power in India.

ENGLISH LITERATURE.

Junior Class.

1. Write an extract from Chaucer, and comment upon peculiarities of diction.

2. Name three Anglo-Saxon poems. Give some account of one of them. What is the Saxon Chronicle, and in what respect is it valuable?

4. Convert the following extract into Modern English, and name the author:

"I not what is with golde to thryve
Whan none of all my wittes fyve
Fynt savour ne delite ther inne
So is it bot a nyce sinne
Of Golde to ben to coveitous,
Bot he is riche and glorious
Wich hath in his subieccion
The men wich in possession
Ben riche of Golde, and by this skille,
For he may alday when he wille,
Or be him leef or be him loth,
Justice don vppon hem bothe."

4. Give the leading incidents in the history of the English drama.
Name our earliest tragedy and our earliest comedy, with their authors and dates.
What two distinct schools of dramatic literature?

5. Locate the following, and explain the italicised passages:

"Now is the *winter of our discontent*
Made glorious summer by *this son of York*."

"And the *imperial votaress* passed on,
In maiden meditation, fancy-free."

"*Thy George, profan'd, hath lost its lordly honour*."

"Be she as foul as was *Florentius' love*,
As old as Sybil, she moves me not."

"You *break not sanctuary* in seizing him;
This prince *hath neither claim'd it, nor deserv'd it*."

VIRGIL.

Junior Class.

1. Write Virgil's full name in Latin. Name and locate his birthplace. Name his works in the order in which they were written. To what class of poems does the Æneid belong, and why? Describe the verse in which it is written.

2. Translate—

Inde lupae fulvo nutricis tegmine laetus
Romulus excipiet gentem, et Mavortia condet
Moenia, Romanosque suo de nomine dicet.
* * * * * Quin aspera Juno.
Quae mare nunc terrasque metu coelumque fatigat,
Consilia in *melius* referet, mecumque forebit
Romanos, rerum *dominos* gentemque togatam.
Nascetur pulchra Trojanus *origine* Caesar,
Imperium *Oceano*, famam qui terminet astris,
Julius, a magno demissum nomen Iulo.
Cana Fides, et Vesta, Remo cum fratre Quirinus,
Jura dabunt; dirae ferro et *compagibus* artis
Claudentur Belli portae.

3. Syntax of italicised words. Comment upon lupae nutricis, Mavortia moenia, cana Fides, Claudentur Belli portae. Which Caesar is referred to? Give some account of the toga.

4. Translate—

Parte alia fugiens amissis Troilus armis,
Infelix puer atque *impar* congressus *Achilli*,
Fertur equis, curruque haeret resupinus inani,
Lora tenens tamen; *huic* cervixque comaeque trahuntur
Per terram, et versa pulvis inscribitur hasta.
Interea ad templum non aequae Palladis ibant
Crinibus Illiades passis, pelumque ferebant,
Suppliciter, tristes et tunsae *pectora* palmis.
* * * * * *
Ter circum Iliacos raptaverat Hectora muros,
Exanimumque *auro* corpus vendebat Achilles.

5. Syntax of italicised words. Principal parts of haeret, passis, tunsae. Derive five English words from words in the extract. Give an account of circumstances connected with the last two lines.

6. Write in Latin: They wandered many years, driven by the fates over all seas. Her robe flowed to her very feet, and in her gait, the real goddess appeared.

Explain from their derivation, the following words: tenement, percussion, anticipate, impediment, ponder.

7. Derive sonipes, implico, ovantes, ambesas. Synonyms of pugna, antiqua, fata, gens, with distinction of meaning. Explain Laomedontiadae, Dionaeae matri. Name three compounds of gradior, give an English derivative from each and trace the connection with the Latin.

8. Illustrate by map the voyage of Æneas from Troy to Carthage, giving an account of the most remarkable incidents of the voyage.

9. Translate—

Hic vero ingentem pugnam, ceu cetera nusquam
Bella forent, nulli tota morerentur in urbe,
Sic Martem indomitum, Danaosque ad tecta ruentes
Cernimus, obsessumque acta testudine limen.
* * * * * * *
* * Quid? si non arva aliena domosque
Ignotas peteres, et Troja antiqua maneret,
Troja per undosum peteretur classibus aequor?
* * * * * *
Quo ruit? Extremum hoc miserae det munus amanti;
Exspectet facilemque fugam ventosque ferentes.

What figure is *Martem indomitum?* Explain the subjunctives.

10. Scanning with application of rules.

ENGLISH GRAMMAR.

Senior Review.

1. Write a sentence which shall contain an abstract noun, the present participle of the irregular verb *lie*, the past tense of *ought*, and *that* used as three different parts of speech.

Designate the class of sentence, each variety of element, and the part of speech represented by *that* in each case.

2. Write a complete synopsis in the passive voice, third person plural of the verb, in the sentence—*the farmer shears his sheep.* Employ in connection with the verb, such words as will preserve the thought.

Give the plural of all nouns, and the principal parts of all verbs in the following sentence:—She had borne many a grief, and was now bereft of the staff of her old age. To-night, as she sits alone and hearkens to the wind above the chimney, she lays her work aside and heaves a sigh, as she thinks that her purse holds scarce a penny with which to buy a mouthful of bread.

3. Parse the italicised words in the following extract:—

York.— . . . . . *What* a tide of woes
Comes *rushing* on this woeful land *at once!*
I know not *what* to do. . . . . .
What! are *there* no posts *dispatched* for Ireland?

Percy.—My gracious lord, I tender you my service,
Such as it is, *being* tender, raw and young.

Boling.— . . . . . *Be sure*
I count myself in nothing *else* so happy,
As in a soul *remembering* my good friends.

4. Analyze the last four lines of the preceding extract.

5. Write the following correctly in all respects:—And thou oh most respective readers, who I could have wished to have known personally, I hope each of you are disposed to judge me with fairness and indulgently. An authors' position has it's anxieties as great if not greater than are those kind enjoyed by other professions. Who can he appeal to if not they whom he thinks have in the past and will continue in future to keep a friendly interest in his work. It is the general wish of all men to lose neither the remembrance or sympathy of others, and life without we meet such sympathy most generally becomes burdensome. I shall try and deserve from henceforward such generous kindness as I have received previous and you may never doubt but that my heart with my hand and such powers as I have got are yours.

UNITED STATES HISTORY.

Senior Review.

1. What is known of the discovery of America by Europeans prior to the voyages of Columbus?

With what localities has their residence here been connected, and how?

2. Name five places in the United States which are of marked historic interest. Give some account of events which have created this interest.

3. Sketch the history of New Haven from its first settlement to the present time.

4. Explain the connection of the following names with American history: The Ohio Company, Count de Grasse, Utrecht, Louisburg, Ann Hutchinson, Chapultepec, John Stark, Commodore Perry, Daniel Shays, Guerriere.

Account for the names of five of the United States.

5. Give an account of circumstances connected with the adoption of the Constitution.

Name the presidential administrations most marked by striking events, properly assigning the events.

GEOGRAPHY.

Senior Review.

1. Give the boundaries of the three countries of Europe that you consider the most powerful. The population and capital of each.

Name in the order of their population, the five principal cities of Europe and give the population of each.

2. What and where are Mozambique, Hindoo Koosh, Biscay, Copenhagen, Lena, Zambesi, Aconcagua, Blanco, the Bosphorous, Paramaribo.

3. Mention the principal rivers east of the Mississippi; the states in which and the waters into which they empty.

4. Name the seas entering the coast of Asia, in their order, beginning at Behring's Straits.

5. Draw an outline map of that grand division which is the most advanced in civilization.

ARITHMETIC.

Senior Review.

1. Find the value of $\frac{2-\frac{1}{4}}{2} \times \frac{(8\frac{4}{7})^2}{12} + \overline{(2+\frac{1}{5}) \div (3+\frac{1}{7})} + \frac{11\frac{3}{32}}{8\frac{7}{8}}$.

What will be the difference between the true and the bank discount of a note for $90.50, due February 9, 1862, and discounted June 15, 1861?

2. If a piece of silk cost $.80 per yard, at what price shall it be marked, that the merchant may sell it at 10 per cent. less than the marked price, and still make 20 per cent. profit?

Subtract $\frac{7\frac{1}{2}}{8\frac{1}{8}}$ bu. + $\frac{5}{8}$ of $\frac{56}{75}$ of $3\frac{1}{8}$ qt. from 5 bu. $3\frac{31}{45}$ qt.

3. If a pipe 3 in. in diameter will discharge a certain quantity of water in 2 hours, in what time will 3 two-inch pipes discharge 3 times the quantity?

Reduce $\left(\frac{1\frac{3}{4}}{4\frac{1}{2}} \div \frac{2\frac{1}{2}}{2\frac{1}{4}}\right) \times \frac{4}{5}$ of $\frac{1}{2}$ to a decimal.

4. How much does the sum of the cube roots of 50 and 31 exceed the cube root of their sum?

5. How many yards of cotton, at 25 cents in gold, can be purchased for $250 current funds, when gold is at 175 per cent.?

What is the length of one side of a square piece of land containing 40 acres?

ENGLISH LITERATURE.

Senior Review.

1. Origin of the Spenserian stanza. Its structure. Mention four poets who have employed it. Quote a stanza from one of them.

2. Name the authors of the following: The Saxon Chronicle; Defence of Poesie; The Dunciad; Verses on my own Death; Madoc.

Name three authors who excelled in the writing of sonnets. At what time did the following writers live? John Gower; Dryden; Milton; Dr. Johnson; Burns; Coleridge?

3. Oliver Goldsmith and his works.

4. Give some account of the poem which first brought good fortune to Addison. His connection with our first good periodical literature.

5. Describe a leading character in either Julius Cæsar, Hamlet or Lear.

Assign to their proper place the following quotations.

"Kill thy physician, and the fee bestow
Upon the foul disease."

"Now lies he there,
And none so poor to do him reverence."

"I do not set my life at a pin's fee."

"Oh our lives sweetness!
That with the pain of death we'd hourly die,
Rather than die at once."

"For who not needs, shall never lack a friend."

"There is a tide in the affairs of men."

ASTRONOMY.

Seniors.

1. Spectrum analysis.
2. The milky way.
3. Nebulæ.
4. The planet Mars.
5. The constellations, and stars of the first magnitude.

GEOLOGY.

Senior Class.

1. American Geography at the close of the Carboniferous Age.
2. Origin of the Drift.
3. Fossils of the Post Tertiary Period.
4. Metamorphic Action. Its epochs, causes and effects.
5. Traces of Pre-historic Man.

GERMAN.

Senior Review.

1. Give rules for neuter and intransitive verbs. Conjugate the verb gehen. Give a complete synopsis of the verb in the first person plural. Name three transitive verbs which require the auxiliary verb haben to be conjugated.

2. Translate:—

Bertrand.

Gab er die Hoffnung,
Sie würde wieder ihr Gesicht erlangen,
Wenn sechszehn Jahre sie erreicht, dann würden
Der Augen Nerven wieder ihre Kraft
Gewonnen haben, der sie jetzt beraubt —
In diesen Tagen ward sie sechszehn Jahr,
Und Ebn Jahia ist beim König wieder,
Verordnet Mittel, die wir brauchen sollen;
Doch sah ich noch die Wirkung nicht davon;
Er sagt, es sei die Zeit noch nicht gekommen;
Gott weiß, ob sie je kommt.

3. Translate:—We sat *round* the table. How did you sleep *last night?* I fell asleep at half past ten. The *purse* has fallen to the *ground*. The *peasants* have gone to *town*.

Give rules for cases of italicised words.

4. Translate:—Wir sind gestern vom Lande zurückgekehrt, wo wir drei Wochen geblieben waren. Der Soldat ist an seinen Wunden gestorben. Viele Arten von Thieren sind von der Erde verschwunden, welche in früheren Zeiten darauf gelebt haben. Das große Unternehmen des Herrn Russel ist nicht gelungen. Dieses Fleisch ist nicht genug gebraten.

5. Read for pronunciation.

ALGEBRA.

Scientific Class.

1. What are the limiting values of x, determined from the conditions $3x-2>\frac{1}{2}x-\frac{1}{2}$, and $\frac{7}{6}-\frac{5}{4}x<8-2x$?

2. Prove that the arithmetical mean between two quantities is in general greater than the geometrical. How if the quantities are equal?

3. Given $\sqrt{\frac{x}{y}}+\sqrt{\frac{y}{x}}=\frac{7}{\sqrt{xy}}+1$, and $\sqrt{x^3y}+\sqrt{xy^3}=78$, to find the values of x and y.

4. Solve the equation $\frac{x-\sqrt{x^2-a^2}}{\sqrt{x+\sqrt{x^2-a^2}}}=\sqrt[4]{x^2-a^2}\left(\sqrt{x^2+ax}+\sqrt{x^2-ax}.\right)$

5. Demonstrate, that an affected quadratic equation has two roots, and that these roots may both be positive, both be negative, or one positive and the other negative, and that they are both real or both imaginary.

6. The mass of the earth is to the mass of the sun as 1 to 354936. The distance between the earth's centre and the sun's centre being 91,430,000 miles, find the point between the earth and sun where the attraction of the earth is equal to that of the sun. The earth's radius being 3,692, how far is this point from the earth's surface?

7. Show that the geometric mean between two numbers is a geometric mean between their arithmetic and harmonic means.

8. If $y=p+q$, in which $p \propto x$ and $q \propto \frac{1}{x}$; and if when $x=1$, $y=6$; and when $x=2$, $y=5$; prove that $y=\frac{4}{3}x+\frac{14}{3x}$.

9. Find the nth term of $\frac{n-1}{n}\cdot\cdot\frac{n-2}{n}\cdot\cdot\frac{n-3}{n}\cdot\cdot$ etc., also the sum of the n terms.

10. A body falls from a height of 50 feet, and at every fall rebounds half the distance; suppose the body falls $16\frac{1}{12}$ feet the first second, three times as far the next second, and five times as far the third second, and so on, how long will it be before it comes to rest?

TRIGONOMETRY.

Scientific Class.

1. Demonstrate, that in any plane triangle, the sum of any two sides is to their difference, as the tangent of half the sum of the opposite angles is to the tangent of half their difference.
2. Give the limiting values of the circular functions for the different quadrants.
3. Explain the method of solving an oblique angled triangle, when the three sides are given.
4. Express the following angles in the French notation.
$27^\circ\ 41'\ 51'',\ 9^\circ\ 49'\ 57''$ and $67^\circ.4325$.
5. Write the formulæ for the relations of the circular functions of arcs.
6. Find the values of the other trigonometrical functions from the equations, $\cos A = \frac{60}{61}$ and $\tan A = \frac{3}{4}$.
7. Determine the values of the trigonometrical ratios, for angles of 60°, 45° and 30°.
8. Demonstrate the method of making the functions of arcs of different radii homogeneous.
9. Write the rules for multiplying, dividing and finding powers and roots by logarithms.
10. Explain the method, and write the proportions for solving the triangle, having given, the hypothenuse 120, and the angle at the base 36°.

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1878–79.

MONDAYS.

A. M. Wooster School.
P. M. High School.

September	16, 30	February	10, 24
October	14, 28	March	10, 24
November	11, 25	April	7, 21
December	9, 23	May	12, 26
January	13, 27	June	9, 23

ALTERNATE MONDAYS.

A. M. Grand Street Schools.
P. M. High School.

September	9, 23	February	3, 17
October	7, 21	March	3, 17, 31
November	4, 18	April	14
December	2, 16	May	5, 19
January	6, 20	June	2, 16

TUESDAYS.

A.M. Webster School.
P.M. Edwards & Humphrey St. Schools.

September	3, 17	February	11, 25
October	1, 15, 29	March	11, 25
November	12, 26	April	8, 22
December	10	May	13, 27
January	14, 28	June	10, 24

ALTERNATE TUESDAYS.

A. M. Carlyle & Cedar Street Schools.
P. M. Orphan Asylum.

September	10, 24	February	4, 18
October	8, 22	March	4, 18
November	5, 19	April	1, 15
December	3, 17	May	6, 20
January	7, 21	June	3, 17

WEDNESDAYS.

A. M. Washington School.
P. M. German-Eng. & Fair St. Schools.

September	4, 18	February	5, 19
October	2, 16, 30	March	5, 19
November	13, 27	April	2, 16
December	11	May	7, 21
January	8, 22	June	4, 18

ALTERNATE WEDNESDAYS.

A. M. Eaton School.
P. M. Davenport Av. & Oak St. Schools.

September	11, 25	February	12, 26
October	9, 23	March	12, 26
November	6, 20	April	9, 23
December	4, 18	May	14, 28
January,	15, 29	June	11, 25

THURSDAYS.

A. M. Dwight School.
P. M. High School.

September	5, 19	February	6, 20
October	3, 17, 31	March	6, 20
November	14	April	3, 17
December	5, 19	May	8, 22
January	9, 23	June	5, 19

ALTERNATE THURSDAYS.

A. M. Skinner School.
P. M. High School.

September	12, 26	February	13, 27
October	10, 24	March	13, 27
November	7, 21	April	10, 24
December	12	May	15, 29
January	2, 16, 30	June	12, 26

FRIDAYS.

A. M. Woolsey School.
P. M. Dixwell Avenue School.

September	6, 20	February	14, 28
October	4, 18	March	14, 28
November	8, 22	April	18
December	13, 24	May	9, 23
January	3, 17, 31	June	6, 20

ALTERNATE FRIDAYS.

A. M. Division Street School.
P. M. Greenwich Av. & West St. Schools.

September	13, 27	February	7, 21
October	11	March	7, 21
November	1, 15	April	4, 25
December	6, 20	May	16, 30
January	10, 24	June	13, 27

Yearly Examination in Music, March 28 to April 10, inclusive.

EXPLANATORY.

As far as possible each school will receive 20 visits from the Vocal Instructor during the year.

At each visit the rooms are marked for *tone*, *time*, *theory*, *sight-singing*, and *deportment*.

Perfect recitations receive 2 credits for each point, making 10 in all, or a possible 200 for the year.

ANNUAL EXAMINATION IN MUSIC.

By B. JEPSON, Vocal Instructor.
April, 1878.

To take place as nearly as possible on the regular days for music, commencing with the first recitation in April.

The Annual Test exercise in sight singing will be placed on the blackboard by the vocal instructor. The scholars will also be examined by their respective teachers in strict conformity with the following

RULES.

Scholars examined from the Music Reader are not to be informed of the exercises to be read, or allowed to practice on them previous to examination.

Scholars not to be examined continuously on the same exercise or question.

Scholars not to be allowed to correct mistakes in reading.

Scholars who hesitate in reading may be prompted, but such hesitations must count as failures.

Scholars having a written examination, will form the measures in advance, music to be written only on one side of the paper; lead pencil to be used in writing.

Scholars must complete written exercises at one sitting, *each alteration* or *erasure* to count a failure. The syllables must be written over the notes at right angles with the Staff, and the letters underneath. Rubber to be discarded.

Each scholar will also answer *five* questions from the "Definitions Reviewed" of their respective grade in the Music Reader.

Teachers will ascertain and report to the Vocal Instructor the number of scholars in their respective rooms who have never at any time been able to sing the scale of eight sounds.

Teachers of rooms which are to sing two or more parts, will assign the parts, and make all necessary arrangements for seating the scholars who are to sing together, in advance of the exercise.

The examination by teachers, in all grades, will commence immediately after singing the Annual Test exercise, and so far as possible be concluded on the same day, and the average result reported to the Principal without delay.

Principals of schools will incorporate the averages thus obtained with the averages of other studies considered in reference to promotion.

The examination in music of candidates for the High School will be conducted by the vocal instructor in person.

MARKING.

Perfect recitations to be marked 100.

Each failure to count as follows: 1st grade, 6 off; 2d grade, 3 off; 3d grade, 1 off; 4th grade, ½ off; 5th grade, ⅓ off; 6th grade, ¼ off.

SCHEME OF EXAMINATION.

Room 1.—Will sing a single part exercise of 16 measures, Key of C, double time, *with quarter notes and half notes.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 18, by syllable, Exercises 136 to 142 inclusive, looking over the teacher.

ROOM 2.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter notes and dotted half notes.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapters 24 and 25, exercises 146 to 157 inclusive, looking over the teacher.

ROOM 3.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter, half and dotted half notes, slur, extension of scale, quarter rests.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable and letter, Exercises 237 to 245 inclusive.

ROOM 4.—Will sing a single part exercise of 16 measures, Key of C, quadruple time, embracing all points previously introduced, *with addition of whole note, thirds, repeat.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 45, by syllable and letter, Exercises 324 to 332 inclusive.

ROOM 5.—Will sing a single part exercise of 16 measures, Key of G, triple time, embracing all previous points *with addition of eighth notes.* Scholars copy the same, writing over each note its appropriate syllable, and under each note its appropriate letter. Time for writing limited to 20 minutes.

ROOM 6.—Will sing a single part exercise of 16 measures, Key of D, quadruple time, embracing all previous points, *with addition of third with eighth notes.* Scholars to copy the same, writing syllables and letters. Time for writing limited to 20 minutes.

ROOM 7.—Will sing a two part exercise of 12 measures on Treble Clef, Key of A, $\frac{3}{4}$ time, embracing all previous points, *with addition of fourths with quarter notes.* Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

ROOM 8.—Will sing a two part exercise of 8 measures on Treble and Bass Clef, Key of E, $\frac{4}{4}$ time, embracing all previous points, *with addition of fourths with eighth notes, fifths with quarter notes.* Scholars to copy the same, writing syllables and letters. Time limited to 25 minutes.

ROOM 9.—Will sing a three part exercise of 12 measures, Soprano, Alto and Bass, Key of F, $\frac{3}{8}$ time, embracing all previous points, *with addition of fifths with sixteenth notes, sixths with eighth notes.* Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 10.—Will sing a three part exercise of 8 measures, Soprano, Alto and Bass, Key of B, $\frac{4}{8}$ time, embracing all previous points, *with addition of sixth with sixteenth notes, sevenths with eighth notes, triplets.* Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 11.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of E flat, $\frac{3}{2}$ time, embracing all previous points, *with addition of octaves, half beats, and two notes of different values to same beat.* Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

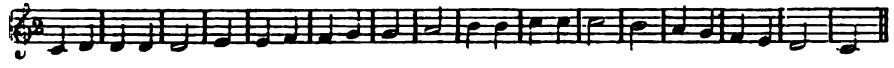
ROOM 12.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of A flat, $\frac{4}{2}$ time, embracing all previous points, *with addition of double dot and accidentals.* Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

By order of

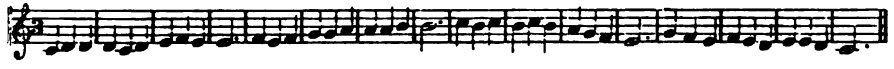
A. PARISH, *Supt.*

TEST EXERCISES FOR 1878.

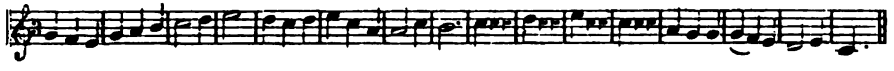
Room 1. SINGLE PART EXERCISE.



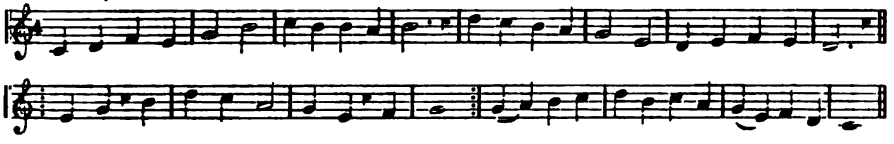
Room 2. SINGLE PART EXERCISE.



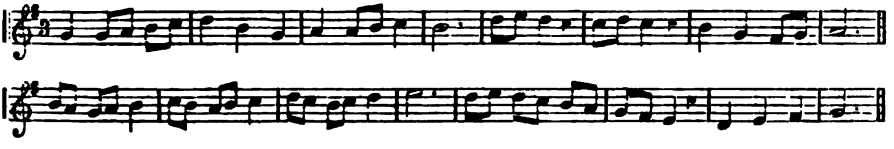
Room 3. SINGLE PART EXERCISE.



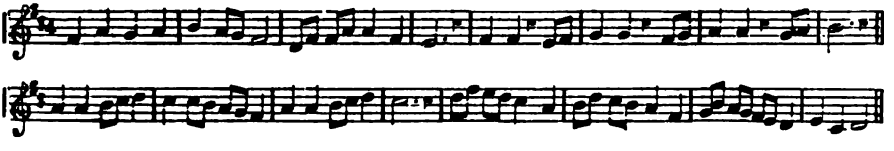
Room 4. SINGLE PART EXERCISE.



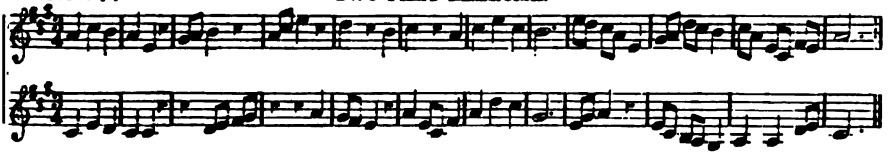
Room 5. SINGLE PART EXERCISE.



Room 6. SINGLE PART EXERCISE.

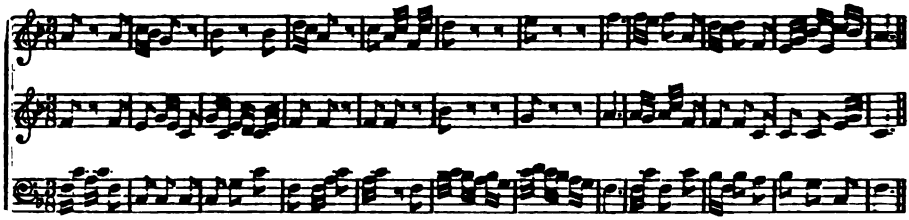


Room 7. TWO PART EXERCISE.

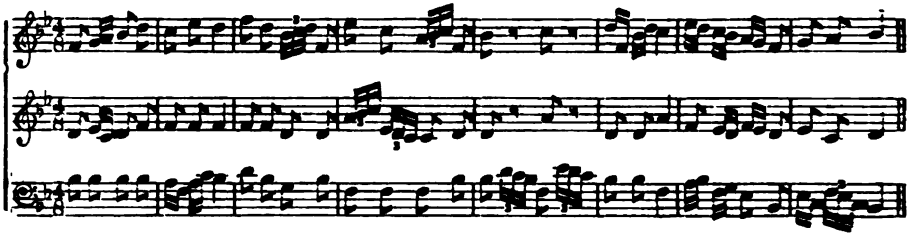


Room 8. TWO PART EXERCISE.

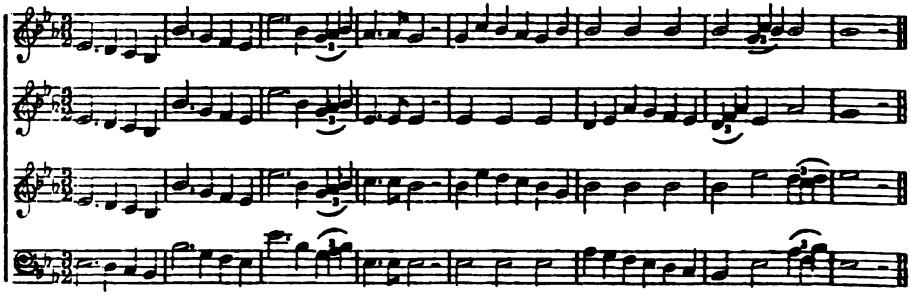
Room 9. THREE PART EXERCISE.



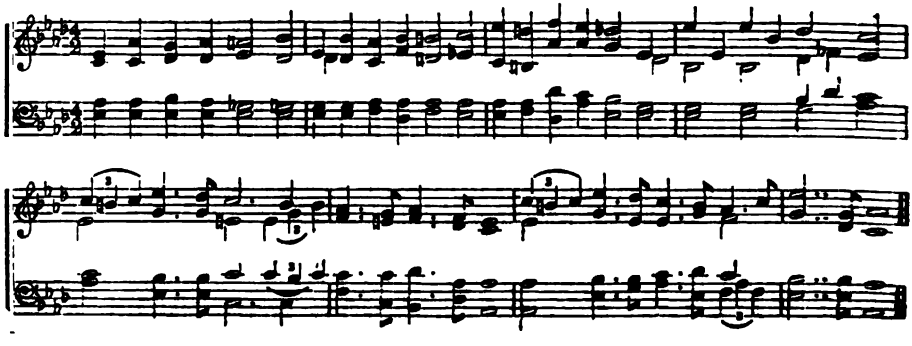
Room 10. THREE PART EXERCISE.



Room 11. FOUR PART EXERCISE.

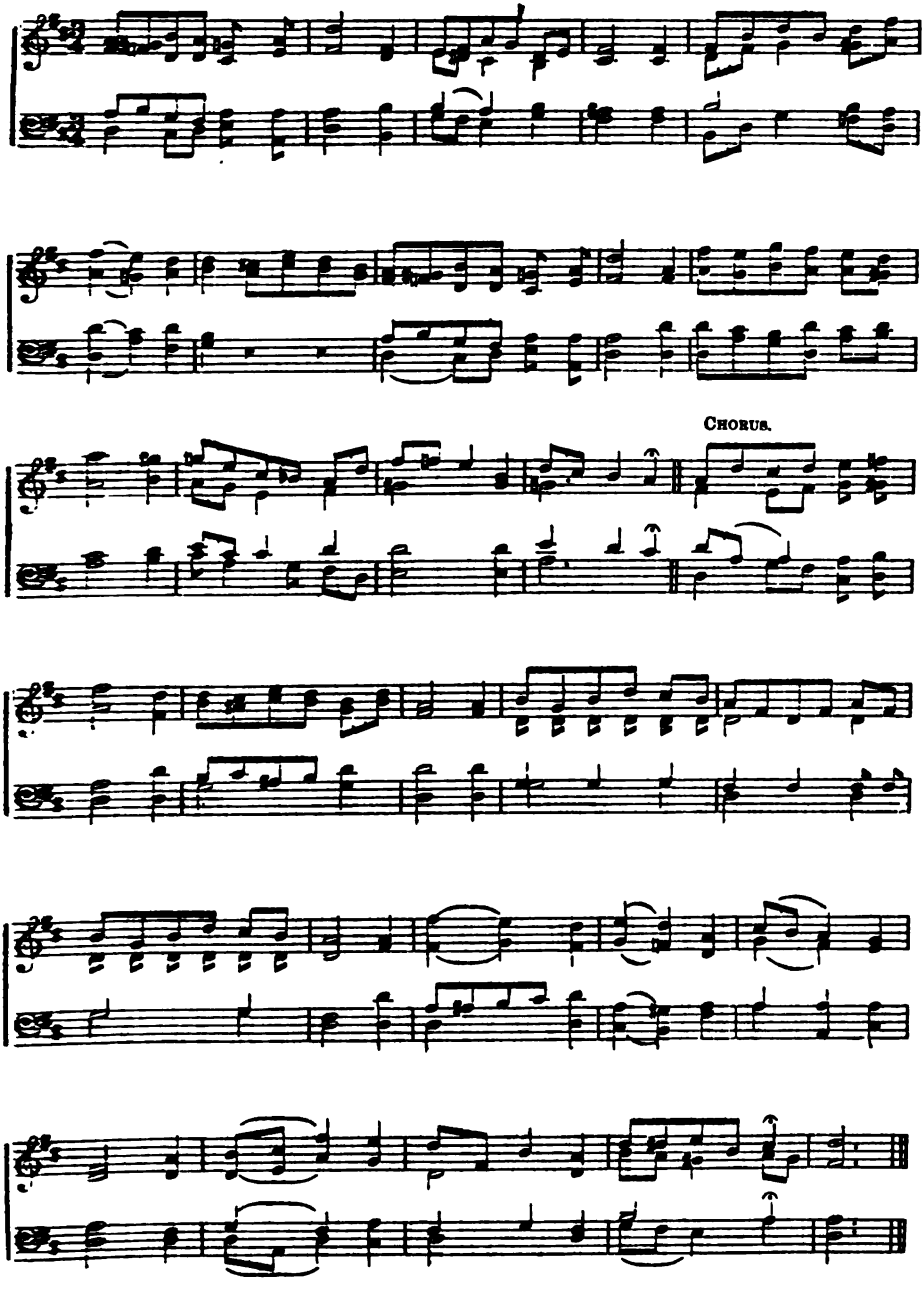


Room 12. FOUR PART EXERCISE.



HIGH SCHOOL.

QUARTET.



REPORT IN MUSIC, APRIL, 1878.

EXPLANATORY.

Column **A** indicates the number of the several rooms in each school.

Column **B** contains the marks of the Vocal Instructor on the foregoing yearly test exercises in sight singing, 10 being the highest mark given.

Column **C** exhibits the total number of credits which each room has received from the Vocal Instructor during the entire year. Highest number attainable, 200.

Column **D** contains the number of scholars in each room who are able to stand alone and sing exercises at sight from the black-board.

Column **E** contains the number of scholars in each room who are unable to sing the scale of eight sounds correctly.

REPORT.

Webster.

A	B	C	D	E
1	9	191	13	4
2	9	191	21	2
3	9	170	3	1
4	9	167	7	2
5	9	168	5	3
6	9	167	3	0
7	7	154	7	1
8	10	157	12	1
9	8	164	5	1
10	9	176	8	1
11	9	182	18	2
12	8	184	22	0

Eaton.

A	B	C	D	E
1	10	195	13	7
2	10	195	20	3
3	8	179	4	2
4	9	180	9	3
5	9	180	9	0
6	9	179	8	2
7	7	162	13	0
8	8	167	11	2
9	10	173	12	1
10	10	177	8	0
11	7	175	10	0
12	10	193	16	0

Dwight.

A	B	C	D	E
1	9	180	9	3
2	10	187	26	2
3	10	183	10	2
4	10	185	10	2
5	10	187	13	0
6	9	188	24	1
7	9	192	16	1
8	10	192	22	5
9	9	195	18	1
10	9	197	20	2
11	10	194	18	2
12	9	184	25	2

Wooster.

A	B	C	D	E
1	10	174	11	3
2	7	159	9	4
3	9	184	5	0
4	9	185	10	0
5	10	187	12	0
6	10	189	13	0
7	9	181	13	0
8	9	182	13	1
9	8	191	8	0
10	10	196	21	0
11	10	189	13	1
12	10	189	18	0

Hamilton St.

A	B	C	D	E
1	10	180	14	13
1½	6	146	3	14
2	8	175	6	2
3	10	185	20	2
4	9	176	14	3
5	10	175	8	2
6	10	188	9	0
7	10	190	8	0
8	10	188	12	0
9	10	190	15	0
10	9	189	17	0
11	10	192	16	1
12	10	186	13	1

Skinner.

A	B	C	D	E
1	10	187	17	3
2	10	188	30	3
3	10	171	8	1
4	9	178	12	2
5	10	173	9	2
6	6	168	14	0
7	8	168	6	0
8	10	171	16	1
9	10	198	12	0
10	10	195	11	2
11	10	181	13	5
12	10	179	15	0

Washington.

A	B	C	D	E
1	9	171	12	3
2	9	171	13	3
3	10	188	16	0
4	9	190	12	0
5	10	168	13	0
6	10	171	11	0
7	9	175	10	1
8	10	176	11	1
9	10	194	12	3
10	10	193	5	4
11	9	177	14	1
12	10	171	16	0

Woolsey.

A	B	C	D	E
1	10	197	21	0
2	10	197	30	0
3	10	185	7	1
4	10	188	7	0
5	10	189	7	1
6	10	190	14	0
7	8	177	9	1
8	7	158	10	1
9	9	177	11	1
10	9	183	13	4
11	9	173	7	5
12	9	182	12	1

Carlisle St.

A	B	C	D	E
1	10	176	10	2
2	9	170	10	3
3	9	160	6	2
4	9	169	4	1

Oak Street.

A	B	C	D	E
1	10	197	12	4
2	9	196	21	1
3	8	165	15	0
4	10	196	4	0

West Street.

A	B	C	D	E
1	10	182	14	7
2	10	182	22	3
3	9	161	4	0
4	9	160	9	0

Edwards St.

A	B	C	D	E
1	10	182	12	5
2	10	189	14	0
3	9	169	4	0
4	9	169	8	0

Cedar St. Tr.

A	B	C	D	E
1	10	188	22	4
2	8	182	11	0
3	9	168	7	3
4	8	169	10	3
5	10	177	5	2
6	9	175	12	0
7	9	175	11	2
8	10	180	13	2

Dixwell Av.

A	B	C	D	E
1	10	180	14	2
2	8	174	15	2
3	9	177	13	2
4	8	177	14	2
5	9	164	3	3
6	10	176	12	2
7	9	183	18	1

Division St.

A	B	C	D	E
1	9	167	6	7
2	8	165	10	3
3	9	166	5	1
4	9	171	10	4
5	10	182	10	1
6	8	158	22	1
*7	10	150	17	3

Grand Street.

A	B	C	D	E
1	10	194	26	3
2	10	186	11	4
3	9	187	6	1
4	10	191	14	1
7	7	184	11	1
8	8	184	10	1

Fair Street Tr.

A	B	C	D	E
1	10	193	17	4
2	10	185	11	4
3	10	188	12	1
4	10	197	20	0

Greenwich Av.

A	B	C	D	E
1	10	186	13	1
2	10	187	17	3
3	10	177	4	1
4	9	174	9	0

Davenport Av.

A	B	C	D	E
1	10	*68	6	10
2	9	*67	5	0

Humphrey St.

A	B	C	D	E
1	10	*64	4	7
2	9	*63	7	2

Fair Street, Ungraded.

A	B	C	D	E
1	10	192	8	1
2	10	195	12	0

German-English.

A	B	C	D	E
1	9	165	8	13
2	9	163	5	0

High School.

A	B	C	D	E
1	8	173	----	----

SUMMARY.

Number of rooms marked perfect in sight singing, - - - 77
Previous year, 49

Number of rooms receiving 190 credits and upward during the year, 31
Previous year, 22

Total number of soloists, exclusive of High School, - - - 1890
Previous year, 1364

Total number unable to sing the Diatonic Scale, - - - 296
Previous year, 228

ROOMS WHICH HAVE ATTAINED 195 CREDITS AND UPWARD.

Eaton	School,	Room	1, Mary J. Hayes,	Teacher,	195 Credits.
"	"	"	2, Flora Loper,	"	195 "
Dwight	"	"	9, Clara J. Bradley,	"	195 "
Fair Street, Ung.	"	"	2, Nellie J. Guinan,	"	195 "
Skinner	"	"	10, Ella J. Bronson,	"	195 "
Wooster	"	"	10, Almira W. Brooks,	"	196 "
Oak Street,	"	"	2, Laura E. Lampson,	"	196 "
" "	"	"	4, Louise G. Wolcott,	"	196 "
Fair Street, Tr.	"	"	4, Sarah A. Wilcox,	"	197 "
Dwight	"	"	10, Harriet E. Judson,	"	197 "
Woolsey	"	"	1, Ella H. Clarke,	"	197 "
"	"	"	2, Fannie L. Rice,	"	197 "
Oak Street	"	"	1, Mary J. Alden,	".	197 "
Skinner	"	"	9, Ann E. Loper,	"	198 "

*No. 7, Division Street, opened Fall Term.
*Davenport Avenue School opened Winter Term.
*Humphrey Street School opened Winter Term.

DRAWING LESSONS.

TIME TABLE FOR DRAWING INSTRUCTOR, 1878–79.

Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

FORENOONS.

MONDAY.

Washington School.			
September	2, 9, 16	February	3, 10
October	7, 14	March	3, 10, 30
November	4, 11	April	7
December	2, 9	May	5, 12
January	6, 13	June	2, 9
Skinner School.			
September	23, 30	February	17, 24
October	21, 28	March	17, 24
November	18, 25	April	14, 21
December	16, 23	May	19, 26
January	20, 27	June	16, 23

TUESDAY.

High School.			
September	3, 10	February	4, 11
October	1, 8, 15	March	4, 11
November	5, 12	April	1, 8
December	3, 10	May	6, 13
January	7, 14	June	3, 10
High School.			
September	17, 24	February	18, 25
October	22, 29	March	18, 25
November	19, 26	April	15, 22
December	17, 24	May	20, 27
January	21, 28	June	17, 24

WEDNESDAY.

Woolsey School.			
September	4, 11	February	5, 12
October	2, 9, 16	March	5, 12
November	6, 13	April	2, 9
December	4, 11	May	7, 14
January	8, 15	June	4, 11
Wooster School.			
September	18, 25	February	19, 26
October	23, 30	March	19, 26
November	20, 27	April	16, 23
December	18, —	May	21, 28
January	22, 29	June	18, 25

THURSDAY.

Hamilton, Eaton, Primary.			
September	5, 12	February	6, 13
October	3. 10, 31	March	6, 13
November	—, 7	April	3, 10
December	5, 2	May	8, 15
January	2, 9, 16	June	5, 12
Webster School.			
September	19, 26	February	20, 27
October	17, 24	March	20, 27
November	14, 21	April	17, 24
December	19, —	May	22, 29
January	23, 30	June	19, 26

FRIDAY.

Dwight School.			
September	6, 13	February	7, 14
October,	4, 11	March	7, 14
November	1, 8	April	4, —
December	6, —	May	9, 16
January	3, 10, 17	June	6, 13
Eaton School.			
September	20, 27	February	21, 28
October	18, —	March	21, 28
November	15, 22	April	18, 25
December	13, 20	May	23, 30
January	24, 31	June	20, 27

AFTERNOONS.

MONDAY.

Dix., Edw., Humph.		*Dix., Edw., Humph.*	
September	9, 16	February	3, 10
October	7, 14	March	3, 10, 30
November	4, 11	April	—, 7
December	2, 9	May	5, 12
January	6, 13	June	2, 9
Grand, Division.		*Grand, Division.*	
September	23, 30	February	17, 24
October	21, 28	March	17, 24
November	18, 25	April	14, 21
December	16, 23	May	19, 26
January	20, 27	June	16, 23

TUESDAY.

High School.			
September	3, 10	February	4, 11
October	1, 8, 15	March	4, 11
November	5, 12	April	1, 8
December,	3, 10	May	6, 13
January	7, 14	June	3, 10
High School.			
September	17, 24	February	18, 25
October	22, 29	March	18, 25
November	19, 26	April	15, 22
December	17, 24	May	20, 27
January	21, 28	June	17, 24

WEDNESDAY.

High School.			
September	4, 11	February	5, 12
October	2, 9, 16	March	5, 12
November	5, 13	April	2, 9
December	4, 11	May	7, 14
January	8, 15	June	4, 11
High School.			
September	18, 25	February	19, 26
October	23, 30	March	19, 26
November	20, 27	April	16, 23
December	18, —	May	21, 28
January	22, 29	June	18, 25

THURSDAY.

W., Dav. A. Oak, Elm.		*W., Dav. A. Oak, Elm*	
September	5, 12	February	6, 13
October	3, 10, 31	March	6, 13
November	— 7	April	3, 10
December	5, 2	May	8, 15
January	9, 16	June	5, 12
Green. A., Car., Gr. E.		*Green. A., Car., Gr. E.*	
September	19, 26	February	20, 27
October	17, 24	March	20, 27
November	14, 21	April	17, 24
December	19, —	May	22, 29
January	23, 30	June	19, 26

FRIDAY.

Cedar St. Sch., Teach.		*Cedar St. Sch., Teach.*	
September	6, 20, 27	February	7, 21, 28
October	4, 18, —	March	7, 21, —
November	1, 15, —	April	4, 25, —
December	6, — 20	May	9, 23, 30
January	10, 24,—	June	6, 20, —
Fair St. Sch., Teach.		*Fair St. Sch., Teach.*	
September	13, —	February	14, —
October	11, —	March	14, 28
November	8, 22	April	18, —
December	13, —	May	16, —
January	17, 31	June	13, 27

ANNUAL EXAMINATION OF THE GRADED SCHOOLS.

1878.

In the month of April last an examination of all the schools was held for the annual promotion of the pupils. The results of that examination are presented in the following tables.

Printed questions were prepared by the Superintendent for the class, in grades V, VI, VII, VIII, and written answers were required. The answers were critically examined and marked, generally by the teacher of the room to which the pupils belonged. In the Dwight District the marking was done by the teacher of the next higher room.

The classes below the four highest grades were examined and marked by the Principal, and the questions were prepared by him.

Twenty printed questions were prepared for the written examination, and the maximum mark—5 for each question—was 100; and this was the maximum mark for all the classes.

It will be observed that, in several instances, no figures appear opposite the classes, and occasionally an *entire study* fails to be represented. In such cases the study was not pursued by the class.

Grade VIII does not appear, because it was the 1st class in No. 12, and its examination took place at the High School, to which it was promoted.

RECORD OF EXAMINATIONS.

Webster School. Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
VII.	12	2	15- 0	50	69	71	--	--	--	87	87	80	90	90	--	78
	12	3	15- 0	65	66	66	--	--	--	83	79	74	90	90	--	77
	11	1	13- 9	83	84	85	--	--	--	89	91	78	85	98	--	87
	11	2	14- 3	84	80	80	--	--	--	85	87	80	85	98	--	85
VI.	10	1	13- 2	86	83	82	--	--	--	90	95	84	75	95	--	86
	10	2	12-11	83	70	78	--	--	--	83	93	76	75	95	--	82
	9	1	12- 3	69	--	78	--	--	75	82	90	75	95	85	--	81
V.	9	2	12- 5	53	--	66	--	--	67	77	84	73	95	85	--	75
	8	1	11-10	71	--	75	--	--	--	83	91	74	85	83	--	80
	8	2	11-10	64	--	67	--	--	--	77	86	68	85	83	--	76
	7	1	12- 2	56	--	64	--	--	--	82	76	79	85	85	--	75
	7	2	11- 0	54	--	53	--	--	--	79	81	74	85	85	--	73
IV.	6	1	11- 5	66	--	74	--	--	--	80	71	74	85	80	--	76
	6	2	10- 6	68	--	74	--	--	--	77	65	69	85	80	--	74
	5	1	10- 3	68	--	85	--	--	--	81	64	69	75	69	--	73
	5	2	10- 3	66	--	75	--	--	--	74	61	68	75	69	--	70
III.	4	1	9- 3	77	--	--	--	--	--	82	82	75	85	82	--	81
	4	2	9- 7	76	--	--	--	--	--	79	78	71	85	82	--	79
	3	1	8-11	94	--	--	--	--	--	84	89	73	75	82	--	83
	3	2	8- 2	88	--	--	--	--	--	76	82	71	75	82	--	79
II.	2	1	7-11	90	--	--	--	--	--	80	83	80	80	91	--	84
	2	2	7- 6	80	--	--	--	--	--	78	66	73	80	91	--	78
I.	1	1	7- 6	77	--	--	--	--	--	83	78	84	80	91	--	82
	1	2	6- 3	69	--	--	--	--	--	83	93	75	80	91	--	82
	1	3	6- 1	42	--	--	--	--	--	71	80	70	80	91	--	72
Average of School...			10- 9	71	75	73	--	--	71	81	81	71	83	86	--	79

Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
Oak St. School.																
IV.	4	1	11- 3	64	--	75	--	--	--	82	75	80	85	90	--	79
	4	2	11- 1	65	--	61	--	--	--	80	85	68	85	90	--	76
III.	3	1	9- 3	90	--	--	--	--	--	81	94	80	85	98	--	88
II.	3	2	8- 6	91	--	--	--	--	--	81	91	71	85	98	--	86
	2	1	7-10	82	--	--	--	--	--	82	77	76	75	97	--	82
I.	2	2	7- 5	74	--	--	--	--	--	80	82	68	75	97	--	79
	1	1	6- 7	93	--	--	--	--	--	88	79	76	75	88	--	83
	1	2	6- 1	55	--	--	--	--	--	79	97	68	75	88	--	77
	1	3	5-11	77	--	--	--	--	--	71	84	52	75	88	--	75
Average of School,..			8- 2	77	--	68	--	--	--	80	85	71	79	93	--	81
Davenport Av. Sch.																
III.	2	1	9- 6	74	--	--	--	--	--	83	72	76	75	80	--	77
II.	2	2	8- 4	76	--	--	--	--	--	77	66	69	75	80	--	74
	2	3	7- 8	78	--	--	--	--	--	81	74	66	75	80	--	76
I.	1	1	6-11	77	--	--	--	--	--	66	94	73	70	86	--	78
	1	2	6-11	79	--	--	--	--	--	69	98	69	70	86	--	79
	1	3	5- 7	85	--	--	--	--	--	71	87	63	70	86	--	77
Average of School,..			7- 6	78	--	--	--	--	--	75	82	69	73	83	--	77
Eaton School.																
VII.	12	2	14- 7	73	76	80	--	--	--	92	89	81	100	97	--	86
	11	1	14- 0	53	79	83	--	--	--	80	67	87	90	95	--	79
	11	2	13- 7	53	--	78	--	77	--	80	65	85	90	95	--	78
VI.	10	1	13- 0	77	--	83	--	73	--	95	69	91	80	98	--	83
	10	2	13- 1	70	--	84	--	62	--	87	58	90	80	98	--	79
V.	9	1	12-10	88	--	80	--	--	97	90	74	88	85	97	--	87
	9	2	11- 8	92	--	79	--	--	93	85	72	83	85	97	--	86
	8	1	11- 5	80	--	92	--	--	--	95	81	88	75	91	--	86
	8	2	11- 6	73	--	86	--	--	--	89	80	85	75	91	--	83
IV.	7	1	11- 3	60	--	64	--	--	--	82	92	81	75	77	--	76
	7	2	11- 4	58	--	53	--	--	--	85	91	81	75	77	--	74
	6	1	10- 5	92	--	79	--	--	--	93	99	92	80	91	--	89
	6	2	10- 6	91	--	77	--	--	--	91	92	83	80	91	--	86
III.	5	1	10- 1	77	--	--	--	--	--	87	92	84	85	76	--	84
	5	2	9- 6	68	--	--	--	--	--	90	89	73	85	76	--	80
	4	1	8- 8	88	--	--	--	--	--	96	88	94	85	97	--	91
	4	2	8- 8	78	--	--	--	--	--	91	85	89	85	97	--	88
II.	3	1	8- 0	--	--	--	--	--	--	90	94	97	95	98	--	95
	3	2	7- 6	--	--	--	--	--	--	82	86	91	95	98	--	90
	2	1	7- 5	--	--	--	--	--	--	85	96	86	85	89	--	88
	2	2	6-11	--	--	--	--	--	--	83	87	87	85	89	--	86
I.	1	1	6- 5	--	--	--	--	--	--	98	95	93	85	82	--	91
	1	2	6- 0	--	--	--	--	--	--	98	90	95	85	82	--	90
	1	3	6- 3	--	--	--	--	--	--	96	93	94	85	82	--	90
Average of School,..			10- 2	75	78	78	--	71	95	89	84	87	84	90	--	85

Wooster School. Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
VII.	12	2	14- 5	86	90	86	--	--	--	82	86	81	100	99	--	89
	11	1	13- 3	83	86	78	--	--	--	83	90	81	95	98	--	87
VI.	11	2	13- 4	86	85	66	--	--	--	83	88	79	95	98	--	85
	10	1	13- 6	81	--	84	--	--	90	82	89	77	95	93	--	86
	10	2	13- 1	72	--	73	--	--	81	83	85	71	95	93	--	82
V.	9	1	12- 0	68	--	57	--	--	92	86	88	82	85	94	--	82
	9	2	11-10	65	--	47	--	--	86	85	87	76	85	94	--	78
	8	1	11- 8	78	--	55	--	--	92	87	86	71	100	86	--	82
	8	2	11- 3	62	--	45	--	--	89	85	81	77	100	86	--	78
IV.	7	1	11- 4	82	--	79	--	--	89	84	88	82	85	91	--	85
	7	2	10- 8	77	--	84	--	--	83	85	88	76	85	91	--	84
	6	1	11- 2	68	--	--	--	--	--	84	83	80	90	89	--	82
	6	2	10- 9	62	--	--	--	--	--	79	80	80	90	89	--	80
	5	1	10- 8	81	--	--	--	--	--	84	86	81	90	89	--	85
III.	5	2	9-10	75	--	--	--	--	--	83	89	82	90	89	--	85
	4	1	10- 0	74	--	--	--	--	--	82	91	81	90	88	--	84
	4	2	9- 3	63	--	--	--	--	--	82	85	78	90	88	--	81
	3	1	8- 8	86	--	--	--	--	--	87	95	84	85	86	--	87
	3	2	8- 7	78	--	--	--	--	--	82	72	79	85	86	--	80
II.	2	1	7- 8	82	--	--	--	--	..	81	95	81	75	89	--	84
I.	2	2	7- 0	68	--	--	--	--	--	81	80	74	75	89	--	78
	1	1	6- 3	84	--	--	--	--	--	88	83	79	85	86	--	84
	1	2	5-11	89	--	--	--	--	--	82	89	73	85	86	--	84
	1	3	5- 7	64	--	--	--	--	--	65	---	69	85	86	--	74
Average of School,..			10- 4	76	87	69	--	--	88	83	86	78	89	90	--	83
Fair St. Training School.																
V.	4	1	11- 6	93	--	91	--	--	--	97	98	95	95	89	--	94
IV.	4	2	11- 0	88	--	91	--	--	--	97	88	88	95	89	--	91
	3	1	9- 8	92	--	74	--	--	--	94	77	88	90	81	--	85
III.	3	2	9-10	85	--	--	--	--	--	94	79	86	90	81	--	86
	3	3	9- 9	83	--	--	--	--	--	86	83	85	90	81	--	85
II.	2	1	8- 5	99	--	--	--	--	--	97	92	92	95	96	--	95
	2	2	8- 6	95	--	--	--	--	--	96	91	87	95	96	--	93
	2	3	8- 3	98	--	--	--	--	--	93	84	85	95	96	--	92
I.	1	1	6- 6	90	--	--	--	--	--	92	96	79	90	100	--	91
	1	2	6- 3	86	--	--	--	--	--	94	100	79	90	100	--	92
	1	3	6- 5	95	--	--	--	--	--	92	92	93	90	100	--	94
	1	4	5- 5	78	--	--	--	--	--	98	98	92	90	100	--	93
Average of School,..			8- 5	90	--	85	--	--	--	94	90	87	92	92	--	90

German-English School. Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
III.	2	1	9– 2	88	--	---	--	--	--	77	70	81	80	88	--	81
	2	2	8– 5	95	--	---	--	--	--	91	77	86	80	88	--	86
II.	2	3	8–11	89	--	---	--	--	--	78	64	83	80	88	--	80
	2	4	8– 7	91	--	---	--	--	--	75	63	79	80	88	--	79
I.	1	1	8– 2	90	--	---	--	--	--	82	75	91	75	77	--	82
	1	2	6– 9	71	--	---	--	--	--	86	85	87	75	77	--	80
	1	3	6– 7	86	--	---	--	--	--	83	80	79	75	77	--	80
	1	4	6– 0	85	--	---	--	--	--	76	89	93	75	77	--	83
Average of School,--			7–10	87	--	---	--	--	--	81	75	85	78	83	--	81
Hamilton School.																
VII.	12	2	13– 3	71	54	57	--	--	--	91	77	--	90	99	--	77
	11	1	12–10	89	85	87	--	--	--	91	78	83	90	94	--	87
	11	2	11–10	82	81	79	--	--	--	91	70	82	90	97	--	84
VI.	10	1	12– 1	76	--	73	--	--	49	92	81	79	95	98	--	80
	10	2	11– 4	75	--	70	--	--	38	91	74	80	95	99	--	78
V.	9	1	11– 2	93	--	78	--	--	67	91	64	87	90	97	--	83
	9	2	11– 2	89	--	66	--	--	46	89	56	85	90	86	--	76
	8	1	10– 9	83	--	79	--	--	--	90	69	83	85	96	--	84
IV.	8	2	10– 2	94	--	93	--	--	--	88	99	81	85	92	--	90
	7	1	10– 7	99	--	100	--	--	--	90	98	84	80	97	--	92
	7	2	9–10	79	--	98	--	--	--	89	98	82	80	91	--	88
	6	1	10– 0	80	--	---	--	--	--	90	98	87	80	73	--	85
III.	6	2	9–11	72	--	---	--	--	--	87	97	84	80	51	--	79
	5	1	8– 6	91	--	---	--	--	--	86	99	83	80	98	--	90
	5	2	8– 9	80	--	---	--	--	--	82	96	79	80	88	--	84
	4	1	8– 4	92	--	---	--	--	--	84	99	77	80	77	--	85
	4	2	9– 0	88	--	---	--	--	--	82	97	73	80	85	--	84
II.	3	1	7–10	94	--	---	--	--	--	89	99	81	80	94	--	90
	3	2	7–11	92	--	---	--	--	--	84	97	79	80	97	--	88
	2	1	7– 2	75	--	---	--	--	--	88	100	73	75	94	--	84
	2	2	7– 3	86	--	---	--	--	--	81	95	68	75	94	--	83
I.	1½	1	6– 6	82	--	---	--	--	--	82	94	73	65	96	--	82
	1½	2	5– 8	75	--	---	--	--	--	81	81	72	65	80	--	76
	1½	3	5– 4	63	--	---	--	--	--	61	61	61	65	61	--	62
	1	1	6– 6	78	--	---	--	--	--	84	99	78	75	92	--	84
	1	2	5– 9	69	--	---	--	--	--	79	79	71	75	75	--	75
Average of School,--			9– 2	83	73	80	..	--	50	86	87	89	81	89	--	83

Dwight School. Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
VIII.	12	2	15- 0	63	72	--	82	--	--	85	89	66	100	95	--	82
VII.	11	1	14- 6	64	74	76	--	--	--	77	76	78	100	96	--	80
	11	2	14- 6	71	--	62	--	64	--	75	77	75	100	96	--	78
VI.	10	1	14- 1	71	--	79	--	63	--	79	88	78	100	94	--	82
	10	2	14- 2	65	--	72	--	51	--	74	83	76	100	94	--	77
	9	1	13- 7	76	--	74	--	--	81	79	70	85	100	96	--	83
	9	2	13- 5	59	--	64	--	--	74	79	73	81	100	96	--	78
V.	8	1	13-11	45	--	57	--	--	71	90	75	78	100	88	--	76
	8	2	12- 9	38	--	57	--	--	64	82	73	81	100	88	--	73
	7	1	12- 4	50	--	68	--	--	--	88	68	75	100	91	--	77
	7	2	12- 1	39	--	55	--	--	--	75	51	70	100	91	--	69
IV.	6	1	11- 6	74	--	65	--	--	--	96	65	--	95	100	--	83
	6	2	11- 2	50	--	51	--	--	--	96	58	--	95	100	--	75
	5	1	11- 0	56	--	61	--	--	--	92	64	--	95	82	--	75
	5	2	10- 3	36	--	43	--	--	--	88	--	46	95	82	--	65
III.	4	1	9- 9	82	--	--	--	--	--	95	82	--	85	89	--	87
	4	2	9- 2	70	--	--	--	--	--	85	82	--	85	89	--	82
	3	1	8- 8	89	--	--	--	--	--	91	94	--	85	90	--	90
II.	3	2	8- 3	79	--	--	--	--	--	85	88	--	85	90	--	85
I.	2	1	7- 8	87	--	--	--	--	--	85	97	--	90	91	--	90
	2	2	7- 6	82	--	--	--	--	--	83	94	--	90	91	--	88
	1	1	6-11	74	--	--	--	--	--	91	94	--	80	81	--	84
	1	2	6- 1	58	--	--	--	--	--	77	93	--	80	81	--	78
	1	3	5- 3	35	--	--	--	--	--	73	78	--	80	81	--	69
Average of School,--			11- 0	63	73	63	82	59	73	84	79	74	93	91	--	79
Dixwell Av. Sch.																
V.	7	1	12- 4	74	--	84	--	--	--	87	81	83	90	99	--	85
	7	2	11- 8	62	--	91	--	--	--	83	72	77	90	99	--	82
IV.	6	1	11- 8	80	--	80	--	--	--	87	81	82	85	93	--	84
	6	2	11- 8	63	--	65	--	--	--	72	70	64	85	93	--	73
	5	1	11- 4	62	--	68	--	--	--	86	62	66	80	92	--	74
	5	2	10-10	47	--	58	--	--	--	82	57	64	80	92	--	69
	4	1	9-10	78	--	--	--	--	--	87	90	72	80	85	--	82
III.	4	2	8- 9	74	--	--	--	--	--	80	85	63	80	85	--	78
	3	1	8- 8	74	--	--	--	--	--	92	99	77	80	92	--	86
II.	3	2	8- 7	75	--	--	--	--	--	86	85	77	80	92	--	83
	2	1	7- 8	69	--	--	--	--	--	82	58	67	70	77	--	71
	2	2	7- 5	50	--	--	--	--	--	66	64	73	70	77	--	67
I.	1	1	6- 9	77	--	--	--	--	--	75	77	69	80	76	--	76
	1	2	6- 2	87	--	--	--	--	--	82	93	71	80	76	--	82
	1	3	6- 9	75	--	--	--	--	--	66	88	65	80	76	--	75
Average of School,--			9- 4	70	--	74	--	--	--	81	77	71	81	87	--	78

Division St. Sch. Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
VII.	7	1	13- 6	55	56	79	--	--	--	91	73	--	100	99	--	79
VI.	7	2	12- 9	55	61	71	--	--	--	85	76	--	100	99	--	78
V.	7	3	13- 4	25	52	63	--	--	--	92	65	--	100	99	--	71
	6	1	13- 3	50	--	52	--	--	39	66	67	--	95	99	--	67
	6	2	12- 3	43	--	40	--	--	--	72	59	--	95	99	--	68
	5	1	12- 3	30	--	61	--	--	--	81	70	--	100	99	--	74
IV.	5	2	11- 4	23	--	51	--	--	--	85	67	--	100	99	--	71
	5	3	10- 9	34	--	33	--	--	--	83	53	--	100	99	--	67
	4	1	10- 5	57	--	54	--	--	--	83	43	--	90	91	--	70
	4	2	10- 0	69	--	55	--	--	--	81	20	--	90	91	--	68
III.	4	3	9- 2	72	--	--	--	--	--	85	35	--	90	91	--	75
	3	1	9- 6	61	--	--	--	--	--	68	78	--	85	85	--	75
	3	2	9- 5	68	--	--	--	--	--	66	65	--	85	85	--	74
	3	3	8- 5	63	--	--	--	--	--	61	66	--	85	85	--	72
II.	2	1	8- 2	93	--	--	--	--	--	89	83	--	85	95	--	89
	2	2	8- 3	81	--	--	--	--	--	77	66	--	85	95	--	81
I.	2	3	7- 3	71	--	--	--	--	--	76	68	--	85	95	--	79
	1	1	7- 7	85	--	--	--	--	--	80	93	--	85	95	--	88
	1	2	6- 3	68	--	--	--	--	--	76	96	--	85	95	--	84
	1	3	6- 2	56	--	--	--	--	--	65	86	--	85	95	--	77
Average of School,..			10- 0	58	56	56	--	--	39	78	66	--	91	95	--	75
Orphan Asylum.																
IV.	2	1	11- 7	86	--	74	--	--	--	80	87	82	80	--	--	82
	2	2	10- 2	76	--	--	--	--	--	72	81	62	80	--	--	74
II.	1	1	8- 6	85	--	--	--	--	--	83	89	66	70	--	--	79
I.	1	2	7- 4	76	--	--	--	--	--	80	69	61	70	--	--	71
	1	3	6- 6	28	--	--	--	--	--	73	79	50	70	--	--	60
Average of School,..			8-10	70	--	74	--	--	--	78	81	64	74	--	--	73
Skinner School.																
VIII.	12	2	14- 5	64	75	--	76	--	--	91	86	92	100	97	--	85
VII.	11	1	14- 2	63	63	73	--	--	--	89	79	86	95	95	--	80
	11	2	13- 4	69	69	58	--	--	--	88	82	89	95	95	--	81
VI.	10	1	13- 1	69	--	78	--	--	76	89	89	87	90	94	88	84
	10	2	13- 5	64	--	65	--	--	71	86	86	79	90	94	88	80
	9	1	12- 5	64	--	64	-	--	69	84	87	92	100	97	97	84
V.	9	2	11-11	60	--	62	--	--	67	84	86	90	100	97	97	83
	8	1	12- 0	61	--	71	--	--	--	88	79	84	85	91	80	80
	8	2	12- 4	40	--	70	--	--	--	82	75	86	85	91	80	76
	7	1	11- 2	63	--	60	--	--	--	76	66	88	85	89	85	76
	7	2	11- 5	51	--	22	--	--	--	65	59	81	85	89	85	67
	6	1	11- 7	43	--	63	--	--	--	84	88	83	95	73	80	76

Skinner School. (CONTINUED.) Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
IV.	6	2	11- 6	46	--	64	--	--	--	82	85	85	95	73	80	76
	5	1	11- 0	50	--	61	--	--	--	79	86	87	95	75	75	76
	5	2	10- 9	22	--	56	--	--	--	73	82	89	95	75	75	71
	4	1	10- 0	63	--	--	--	--	--	75	79	95	95	90	95	85
	4	2	9- 8	52	--	--	--	--	--	78	78	90	95	90	95	83
III.	3	1	8-11	74	--	--	--	--	--	88	90	85	95	84	90	87
	3	2	8- 9	67	--	--	--	--	--	77	84	--	95	84	90	83
II.	2	1	8- 9	84	--	--	--	--	--	90	90	90	95	94	90	90
	2	2	7- 7	73	--	--	--	--	--	81	90	85	95	94	90	87
I.	1	1	7- 5	90	--	--	--	--	--	91	88	--	85	88	85	88
	1	2	6- 8	85	--	--	--	--	--	87	94	--	85	88	85	87
	1	3	6- 1	60	--	--	--	--	--	84	85	--	85	88	85	81
Average of School,..			10- 9	62	69	62	76	--	71	83	83	87	92	89	86	81
Edwards St. Sch.																
IV.	4	1	9-10	61	--	94	--	--	--	77	92	83	90	87	--	83
	4	2	9-10	57	--	88	--	--	--	68	85	77	90	87	--	79
III.	3	1	9- 5	60	--	--	--	--	--	76	88	80	85	89	--	80
	3	2	8- 8	52	--	--	--	--	--	82	92	70	85	89	--	78
II.	2	1	8- 7	89	--	--	--	--	--	85	98	90	90	90	--	90
	2	2	8- 0	71	--	--	--	--	--	81	93	85	90	90	--	85
I.	1	1	7- 1	93	--	--	--	--	--	90	99	90	70	91	60	85
	1	2	6- 7	77	--	--	--	--	--	79	94	85	70	91	60	79
	1	3	6- 3	64	--	--	--	--	--	80	97	80	70	91	60	77
Average of School,..			8- 3	69	--	91	--	--	--	80	93	82	82	89	60	82
Humphrey St. Sch.																
II.	2	1	7-11	65	--	--	--	--	--	77	95	85	80	94	75	82
I.	2	2	7- 4	41	--	--	--	--	--	58	83	80	80	94	75	73
	2	3	7- 5	48	--	--	--	--	--	53	78	75	80	94	75	72
	1	1	6-11	90	--	--	--	--	--	69	71	--	70	90	--	78
	1	2	6- 4	75	--	--	--	--	--	68	83	--	70	90	--	77
Average of School,..			7- 2	64	--	--	--	--	--	54	82	80	76	92	75	76

Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
Washington Sch.																
VIII.	12	2	14- 0	49	72	--	77	--	--	81	85	85	90	97	--	80
VII.	11	1	13-11	61	71	80	--	--	--	79	79	85	90	95	--	80
	11	2	13- 8	56	68	79	--	--	--	76	75	85	90	95	--	78
VI.	10	1	13- 1	63	--	74	--	42	--	83	80	76	75	92	--	73
	10	2	13- 6	46	--	52	--	34	--	78	79	74	75	92	--	66
	9	1	13- 1	56	--	68	--	--	63	77	76	83	95	92	--	76
	9	2	12- 9	73	--	78	--	--	78	84	88	87	95	92	--	84
V.	8	1	12- 2	66	--	77	--	--	82	80	84	85	90	89	--	82
	8	2	12- 3	56	--	63	--	--	72	78	74	84	90	89	--	76
	7	1	12- 0	57	--	75	--	--	82	73	84	86	90	91	--	80
	7	2	12-11	45	--	50	--	--	65	57	67	84	90	91	--	69
	6	1	11- 5	34	--	50	--	--	--	71	73	87	90	91	--	71
	6	2	11- 7	32	--	43	--	--	--	62	74	77	90	91	--	67
	5	1	11- 1	52	--	68	--	--	--	82	85	96	80	87	--	79
	5	2	12- 3	29	--	43	--	--	--	71	59	83	80	87	--	65
IV.	4	1	11- 0	82	--	74	--	--	--	79	73	87	90	96	--	83
	4	2	11- 4	64	--	58	--	--	--	69	49	82	90	96	--	73
	3	1	10- 5	73	--	67	--	--	--	77	67	81	80	94	--	77
	3	2	10-10	52	--	40	--	--	--	63	40	79	80	94	--	64
	2	1	10- 4	58	--	51	--	--	--	78	67	76	85	77	--	70
	2	2	10- 6	25	--	32	--	--	--	60	41	73	85	77	--	56
	1	1	9- 4	84	--	--	--	--	--	77	89	83	85	92	--	85
	1	2	10- 5	67	--	--	--	--	--	68	72	77	85	92	--	77
Average of School,--			11-11	56	70	61	77	38	74	74	72	82	87	91	--	74
West St. School.																
III.	4	1	8- 7	72	--	--	--	--	--	78	94	83	85	96	--	84
	4	2	8- 7	76	--	--	--	--	--	76	98	77	85	96	--	85
II.	3	1	8- 8	83	--	--	--	--	--	66	79	70	75	90	--	77
	3	2	7-10	74	--	--	--	--	--	65	86	70	75	90	--	77
	2	1	7- 2	74	--	--	--	--	--	80	70	75	80	86	--	78
I.	2	2	6- 8	70	--	--	--	--	--	70	81	75	80	86	--	77
	1	1	6- 6	77	--	--	--	--	--	83	83	76	75	87	--	80
	1	2	6- 0	76	--	--	--	--	--	79	94	77	75	87	--	81
	1	3	5- 8	70	--	--	--	--	--	63	92	70	75	87	--	76
Average of School,--			7- 4	75	--	--	--	--	--	73	86	75	78	89	--	79
Greenwich Av. Sch.																
IV.	4	1	10- 1	47	--	56	--	--	--	63	69	75	90	98	--	71
	4	2	10- 4	55	--	--	--	--	--	73	59	75	90	98	--	75
III.	3	1	9- 3	59	--	--	--	--	--	73	73	79	90	92	--	78
	3	2	8-11	75	--	--	--	--	--	74	89	72	90	92	--	82
II.	2	1	8- 3	67	--	--	--	--	--	78	94	70	95	97	--	85
	2	2	7- 3	76	--	--	--	--	--	81	65	76	95	97	--	82
I.	2	3	6- 9	49	--	--	--	--	--	75	65	70	95	97	--	75
	1	1	6-10	78	--	--	--	--	--	89	78	83	90	86	--	84
	1	2	6- 6	60	--	--	--	--	--	78	87	69	90	86	--	78
	1	3	6- 2	37	--	--	--	--	--	49	74	59	90	86	--	66
Average of School,--			8- 0	60	--	56	--	--	--	73	75	73	92	93	--	78

Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
Carlisle St. School.																
III.	4	1	9- 2	59	--	---	--	--	--	75	77	79	85	93	--	78
	4	2	8- 8	76	--	---	--	--	--	67	82	80	85	93	--	81
II.	3	1	8- 5	59	--	---	--	--	--	74	98	75	75	88	--	78
	3	2	7- 7	74	--	---	--	--	--	71	68	64	75	88	--	73
	2	1	6- 8	80	--	---	--	--	--	83	63	78	75	94	--	79
I.	2	2	6- 9	70	--	---	--	--	--	69	84	75	75	94	--	78
	1	1	7- 4	83	--	---	--	--	--	87	95	87	70	89	--	85
	1	2	6- 2	49	--	---	--	--	--	79	84	79	70	89	--	75
	1	3	5- 9	42	--	---	--	--	--	53	81	62	70	89	--	66
Average of School,..			7- 5	66	--	---	--	--	--	73	81	75	76	91	--	77
Cedar Street Training School.																
V.	8	1	12- 1	64	--	72	--	--	84	82	84	83	100	90	--	82
	8	2	12- 3	67	--	64	--	--	89	77	77	83	100	90	--	81
IV.	7	1	11- 0	80	--	89	--	--	--	82	93	72	90	89	--	85
	7	2	11- 2	70	--	74	--	--	--	82	91	71	90	89	--	81
	6	1	10- 7	83	--	84	--	--	--	74	87	72	90	89	--	83
	6	2	10- 0	67	--	82	--	--	--	74	84	65	90	89	--	79
	5	1	10- 2	91	--	95	--	--	--	80	94	76	85	91	--	87
	5	2	9- 5	93	--	100	--	--	--	83	91	74	85	91	--	88
III.	4	1	9- 1	86	--	---	--	--	--	75	84	76	85	89	--	83
	4	2	8- 8	85	--	---	--	--	--	72	91	74	85	89	--	83
II.	3	1	8- 2	83	--	---	--	--	--	78	91	79	85	85	--	84
	3	2	7- 6	79	--	---	--	--	--	79	87	74	85	85	--	82
I.	2	1	7- 3	80	--	---	--	--	--	80	87	67	75	78	--	78
	2	2	7- 3	87	--	---	--	--	--	78	92	61	75	78	--	79
	1	1	7- 0	95	--	---	--	--	--	76	96	80	90	91	--	88
	1	2	6- 2	90	--	---	--	--	--	70	94	68	90	91	--	84
Average of School,..			9- 3	81	--	83	--	--	87	78	89	73	88	88	--	83
Woolsey School.																
VII.	12	2	14- 9	84	87	86	--	--	--	89	84	86	100	98	--	89
	11	1	14- 0	72	--	79	--	80	--	91	92	85	100	99	--	87
VI.	11	2	12-11	70	--	75	--	85	--	89	94	80	100	99	--	87
	10	1	13- 0	59	--	73	--	--	84	89	84	85	100	97	--	84
	10	2	13- 1	44	--	63	--	--	76	89	70	78	100	97	--	77
V.	9	1	12- 0	44	--	75	--	--	69	88	87	85	90	98	--	80
	9	2	12- 2	48	--	65	--	--	63	86	81	82	90	98	--	77
	8	1	11-11	53	--	80	--	--	--	89	82	83	80	90	--	79
	8	2	11- 1	45	--	72	--	--	--	88	77	78	80	90	--	76
IV.	7	1	11- 1	87	--	91	--	--	--	83	89	89	100	81	--	89
	7	2	10- 7	86	--	85	--	--	--	84	91	85	100	81	--	87
	6	1	9- 9	90	--	85	--	--	--	89	90	91	90	92	--	90
	6	2	9-10	79	--	79	--	--	--	93	97	87	90	92	--	88
	5	1	9- 0	82	--	--	--	--	--	89	92	90	85	93	--	89

Woolsey School. (CONTINUED.) Grade.	Room.	Class.	Ages.	Arithmetic.	Grammar.	Geography.	Hist. U. S.	Lang. Lesson.	Lang. Primer.	Reader.	Speller.	Penmanship.	Drawing.	Music Read.	Oral Instruct.	Average.
III.	5	2	8- 9	85	--	--	--	--	--	88	87	88	85	93	--	88
	4	1	8- 5	92	--	--	--	--	--	90	90	90	95	98	--	92
	4	2	8- 8	95	--	--	--	--	--	90	89	90	95	98	--	93
II.	4	3	8- 2	94	--	--	--	--	--	89	89	91	95	98	--	93
	3	1	7- 9	91	--	--	--	--	--	93	99	84	90	96	--	92
	3	2	7- 5	92	--	--	--	--	--	90	94	87	90	96	--	91
	3	3	7- 5	86	--	--	--	--	--	87	93	86	90	96	--	90
	2	1	7- 1	95	--	--	--	--	--	90	97	89	100	98	--	95
I.	2	2	6- 9	89	--	--	--	--	--	91	95	89	100	98	--	94
	2	3	6- 8	88	--	--	--	--	--	88	96	85	100	98	--	93
	1	1	5-10	95	--	--	--	--	--	90	100	84	90	95	--	92
	1	2	6- 2	95	--	--	--	--	--	92	100	86	90	95	--	93
	1	3	5- 7	97	--	--	--	--	--	89	96	86	90	95	--	92
	1	4	5-11	89	--	--	--	--	--	89	95	85	90	95	--	91
Average of School,--			9- 6	80	87	78	--	83	73	89	90	86	93	95	--	88
Grand St. School.																
V.	8	1	13- 5	54	--	73	--	--	75	88	79	83	80	90	--	78
	8	2	12- 3	50	--	57	--	--	72	84	71	76	80	90	--	73
	7	1	11- 8	56	--	51	--	--	--	84	77	82	90	97	--	77
	7	2	11- 2	67	--	50	--	--	--	82	73	79	90	97	--	77
IV.	4	1	10- 7	86	--	86	--	--	--	88	87	90	90	91	--	88
	4	2	10- 2	82	--	86	--	--	--	86	92	84	90	91	--	87
III.	3	1	9- 8	98	--	--	--	--	--	88	93	88	95	98	--	93
	3	2	9- 0	97	--	--	--	--	--	90	91	87	95	98	--	93
	3	3	9- 2	94	--	--	--	--	--	89	95	85	95	98	--	93
II.	2	1	8- 6	83	--	--	--	--	--	86	92	87	80	96	--	87
	2	2	7- 9	89	--	--	--	--	--	90	99	85	80	96	--	90
	2	3	8- 2	84	--	--	--	--	--	87	84	82	80	96	--	86
I.	1	1	7- 2	95	--	--	--	--	--	92	100	91	90	97	--	94
	1	2	6-10	93	--	--	--	--	--	89	97	88	90	97	--	92
	1	3	6- 8	87	--	--	--	--	--	91	99	83	90	97	--	91
Average of School,--			9- 6	81	--	67	--	--	74	88	89	85	88	95	--	87

TABLES ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
HILLHOUSE HIGH SCHOOL,	7	91	20	62	82	79.3	22.3	54.7	77.0	.971	----	896	47	276	81	63	----	----	17.7	----	3
	6	48	7	32	39	31.6	8.7	21.6	30.3	.959	----	523	15	321	169	125	----	----	16.7	7	----
	5	48	25	19	44	35.6	16.0	18.8	34.8	.978	4	337	15	259	261	178	----	----	16.6	10	2
	4	48	38	43	81	35.0	15.9	18.5	34.4	.983	----	243	7	330	264	231	1	6	16.0	1	----
	3	48	32	33	65	27.2	11.7	13.8	25.5	.938	----	668	33	190	193	119	----	----	15.10	----	----
	2	48	29	30	59	20.3	9.9	9.6	19.5	.961	----	295	11	243	304	206	----	----	16.0	----	1
	1	48	23	45	68	32.0	12.5	18.8	31.3	.978	----	282	1	296	261	201	2	4	15.10	25	2
TOTALS,.....	7	379	174	264	438	261.0	97.0	155.8	252.8	.969	4	3244	129	1915	1533	1123	3	10	16.4	43	8

WEBSTER DISTRICT.

WEBSTER SCH.,	12	60	36	32	68	61.9	32.2	27.6	59.8	.966	----	856	8	143	179	64	----	----	14.11	2	20
	11	49	31	29	60	48.3	23.5	23.6	47.1	.975	----	479	8	281	196	148	----	----	13.9	----	----
	10	49	37	32	69	50.0	26.0	22.8	48.8	.976	----	503	7	205	214	123	----	----	13.0	6	2
	9	49	37	26	63	46.6	22.9	21.6	44.5	.955	1	825	13	162	141	72	1	4	12.5	----	30
	8	50	43	25	68	49.7	24.8	23.1	47.9	.964	3	748	18	134	174	67	5	6	12.0	----	2
	7	49	39	37	76	50.0	26.3	21.1	47.4	.948	6	1030	34	166	80	43	6	7	11.8	4	5
	6	49	37	28	65	51.4	29.8	19.1	48.9	.951	2	1006	34	119	119	45	2	2	10.9	----	----
	5	49	45	30	75	50.9	28.2	19.9	48.1	.945	4	1132	23	96	79	12	3	3	10.4	----	----
	4	48	33	32	65	50.2	25.5	21.4	46.9	.934	----	1337	32	101	82	28	5	7	9.5	----	4
	3	48	44	40	84	53.3	25.2	25.3	50.5	.947	1	1114	44	114	103	37	----	----	8.5	6	2
	2	50	35	32	67	51.5	26.6	22.5	49.1	95.3	----	960	10	160	97	47	1	1	8.0	1	3
	1	48	44	46	90	51.4	28.6	19.3	47.9	93.2	----	1381	48	79	111	38	2	2	6.7	4	----
TOTALS,.....	12	598	461	389	850	615.2	319.6	267.3	586.9	.954	17	11371	279	1760	1575	724	25	32	10.11	23	68

WEBSTER DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
OAK STREET SCHOOL.	4	50	38	19	57	45.4	27.3	16.0	43.3	.955	1	823	22	124	178	57	6	11	10.10	----	----
	3	50	32	25	57	46.9	26.2	18.3	44.5	.949	---	962	55	97	150	47	----	----	8.11	----	----
	2	50	29	32	61	43.8	21.7	19.9	41.6	.950	----	848	50	156	141	67	----	----	7.5	8	2
	1	53	47	48	95	49.6	24.3	22.7	47.0	.948	----	1031	50	156	163	82	1	1	6.0	----	8
TOTALS, --------	4	203	146	124	270	185.7	99.5	76.9	176.4	.950	1	3664	177	533	632	253	7	12	8.4	8	10
DAVENPORT AV. SCHOOL.	2	50	42	30	72	43.8	23.5	17.5	41.0	.937	----	1107	90	82	161	54	1	1	7.8	----	1
	1	52	31	32	63	48.9	27.5	18.3	45.8	.937	1	791	11	69	66	30	1	2	6.3	----	----
TOTALS, --------	2	102	73	62	135	92.7	51.0	35.8	86.8	.936	1	1898	101	151	227	84	2	3	7.0	----	1
WHITING ST. UNGRADED SCH.	1	55	167	----	167	45.4	43.3	------	43.3	.954	----	822	215	45	----	45	41	75	12.6	----	----

EATON DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

EATON SCHOOL.	12	50	18	33	51	32.5	10.4	20.6	31.0	.954	----	585	30	254	140	92	----	----	14.8	----	----
	11	50	23	19	42	39.5	19.5	17.7	37.2	.942	1	889	18	184	101	51	1	1	13.7	42	1
	10	46	29	21	50	37.3	20.0	15.4	35.4	.949	1	750	38	153	165	79	----	----	12.8	3	2
	9	50	28	14	42	42.2	25.1	15.8	40.9	.969	1	524	47	190	239	130	1	1	12.0	10	----
	8	50	35	30	65	46.7	24.0	20.2	44.2	.946	1	994	39	103	137	38	1	4	11.4	----	2
	7	50	35	26	61	47.9	24.0	21.5	45.5	.950	1	947	25	142	108	55	1	1	11.3	----	----
	6	50	31	32	63	48.0	21.5	24.5	46.0	.958	3	785	22	190	172	107	7	8	10.6	9	3
	5	51	34	29	63	48.9	27.9	19.0	46.9	.959	----	803	31	205	132	76	----	----	9.5	1	37
	4	53	46	34	80	50.5	27.4	21.6	49.0	.970	1	613	27	197	211	118	1	1	8.9	----	----
	3	52	32	38	70	49.3	24.0	23.1	47.1	.955	----	879	41	167	128	67	1	1	7.8	----	----
	2	50	30	30	60	45.5	23.2	18.7	41.9	.921	----	1402	51	91	58	15	2	3	6.11	28	----
	1	51	42	55	97	46.3	19.3	23.4	42.7	.922	----	1438	62	140	80	30	----	----	6.1	----	----
TOTALS, --------	12	603	383	361	744	534.6	266.3	241.5	507.8	.949	9	10609	431	2016	1671	858	15	20	10.5	93	45

WOOSTER DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
WOOSTER SCHOOL.	12	48	33	25	58	42.7	23.4	17.8	41.2	.965	----	627	7	222	212	140	2	3	14.1	11	6
	11	51	31	27	58	40.0	19.8	18.9	38.7	.968	1	474	16	252	196	138	4	5	13.3	5	----
	10	50	39	28	67	48.6	26.1	21.3	47.4	.975	1	495	8	228	188	139	----	----	12.7	----	23
	9	51	37	24	61	48.2	28.4	17.8	46.2	.958	1	802	49	98	161	53	5	8	11.7	----	----
	8	51	30	30	60	47.3	24.1	21.5	45.6	.964	3	691	28	172	137	70	12	18	11.6	----	1
	7	52	39	31	70	48.1	27.0	19.5	46.5	.967	3	654	32	188	206	97	5	9	11.3	----	----
	6	51	45	34	79	51.7	29.6	20.1	49.7	.961	1	789	57	104	142	16	8	16	10.6	11	1
	5	51	33	35	68	49.0	25.9	21.0	46.9	.957	4	877	41	130	125	54	9	16	9.6	----	6
	4	51	32	42	74	49.9	20.9	26.8	47.7	.956	3	878	63	174	106	58	4	4	8.11	----	3
	3	50	41	30	71	49.4	28.3	18.3	46.6	.943	----	1160	35	98	106	42	9	19	8.1	----	----
	2	51	47	28	75	47.9	28.5	17.1	45.6	.952	3	954	65	106	180	50	16	33	7.0	----	4
	1	50	69	49	118	46.5	25.3	18.6	43.9	.944	----	1074	65	119	130	40	----	----	5.8	----	----
TOTALS, ...	12	607	476	383	859	569.3	307.3	238.7	546.0	.959	20	9475	466	1891	1889	897	74	131	10.4	27	44
HAMILTON SCHOOL.	12	44	18	24	42	34.4	13.9	18.8	32.7	.951	----	684	80	188	115	72	7	5	13.6	----	3
	11	44	20	31	51	42.5	15.8	25.6	41.4	.974	1	475	26	264	211	185	1	2	12.1	2	2
	10	44	25	32	57	42.1	18.9	22.5	41.4	.981	----	284	19	318	221	187	1	1	11.4	----	2
	9	48	21	37	58	46.9	17.3	28.4	45.7	.974	----	481	21	279	222	167	----	----	11.1	----	1
	8	50	25	34	59	48.6	21.5	26.0	47.5	.977	3	467	52	235	238	157	8	12	10.5	1	5
	7	50	25	27	52	47.7	22.3	24.6	46.9	.983	----	330	21	273	268	209	5	6	9.11	----	3
	6	50	27	33	60	47.7	22.6	22.9	45.5	.953	1	886	77	158	118	56	10	30	9.3	----	3
	5	51	25	26	51	48.8	23.4	23.4	46.8	.959	----	812	16	176	139	92	1	5	8.5	2	2
	4	46	31	20	51	41.8	24.3	15.5	39.8	.952	1	817	37	131	147	53	10	23	8.6	----	3
	3	51	27	33	60	48.8	22.4	23.5	45.9	.939	1	1194	34	180	83	44	1	4	7.1	----	2
	2	51	30	27	57	49.2	27.6	19.1	46.7	.947	----	1006	29	163	126	66	----	----	6.9	----	5
	1½	60	56	51	107	52.5	27.9	18.7	46.6	.888	2	2360	17	30	44	15	3	5	5.11	2	----
	1	60	61	44	105	59.1	32.9	22.7	55.6	.942	----	1396	30	92	105	48	1	1	5.8	4	2
TOTALS, ...	13	649	391	419	810	610.1	290.8	291.7	582.5	.955	9	11192	459	2487	2037	1351	48	94	10.0	11	33

WOOSTER DISTRICT—Continued.

Table showing the Attendance, etc., in each Room of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
FAIR STREET TRAINING SCH.	4	48	24	23	47	41.9	19.9	20.9	40.8	.974	1	454	25	207	179	114	----	----	10.11	87	2
	3	52	30	41	71	48.6	22.2	24.7	46.9	.965	5	688	45	157	152	75	2	2	9.5	----	1
	2	52	35	28	63	48.1	26.5	19.6	46.1	.958	----	811	36	178	149	61	----	----	7.10	----	1
	1	50	50	41	91	44.5	23.5	18.8	42.3	.951	1	914	29	134	209	107	----	----	6.5	4	8
TOTALS, ...	4	202	139	133	272	183.1	92.1	84.0	176.1	.962	7	2867	135	676	689	357	2	2	8.8	91	12
GERMAN-ENG. SCHOOL.	2	60	34	24	58	54.7	29.5	23.2	52.7	.963	----	792	67	139	163	77	4	4	8.4	----	----
	1	50	45	48	93	46.9	26.2	17.6	43.8	.934	----	1188	72	117	164	71	2	2	6.6	----	2
TOTALS, ...	2	110	79	72	151	101.6	55.7	40.8	96.5	.950	----	1980	139	256	327	148	6	6	7.5	----	2
FAIR ST. UNGRADED SCH.	1	98	70	41	111	63.1	32.1	21.5	53 6	84.9	8	3806	487	4	3	3	14	20	9.11	1	3

DWIGHT DISTRICT.

Table showing the Attendance, etc., in each Room of all the Schools.

DWIGHT SCHOOL.	12	46	30	28	58	47.0	24.0	22.1	46.1	.980	----	350	2	250	274	164	----	----	14.11	4	1
	11	46	29	26	55	46.3	20.9	24.3	45.2	.976	----	421	3	246	237	165	----	----	14.4	----	1
	10	50	22	33	55	49.7	20.6	27.5	48.1	.968	----	643	16	230	128	77	----	----	13.7	----	----
	9	50	23	34	57	49.8	22.1	26.3	48.4	.972	----	564	14	230	200	131	----	----	13.3	6	3
	8	54	42	31	73	52.4	31.0	19.5	50.5	.964	2	782	7	162	193	88	1	2	12.11	40	5
	7	50	41	33	74	50.9	26.5	22.4	48.9	.961	----	791	11	157	152	63	2	4	12.0	----	----
	6	50	27	41	68	52.7	22.8	28.0	50.8	.964	----	767	12	228	137	74	----	----	11.0	----	----
	5	60	43	33	76	59.2	31.4	25.0	56.4	.953	----	1127	20	96	123	39	5	7	10.2	1	----
	4	50	36	36	72	48.1	24.4	20.9	45.3	.942	----	1083	22	126	132	44	1	4	9.3	----	----
	3	50	36	25	61	46.5	24.2	19.4	43.6	.938	----	1145	24	97	126	52	3	3	8.1	----	2
	2	50	37	31	68	47.9	26.8	18.5	45.3	.946	----	1055	16	132	129	61	1	3	7.4	2	1
	1	50	60	60	120	51.4	25.9	22.3	48.2	.938	----	1303	17	100	99	38	1	1	6.2	----	----
TOTALS, ...	12	606	426	411	837	601.9	300.6	276.2	576.8	.958	2	10031	164	2054	1930	996	14	24	11.1	53	13

DWIGHT DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Transcies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
DIXWELL AVE. SCHOOL,	7	48	23	29	52	43.4	16.8	24.5	41.3	.952	4	823	70	161	139	68	4	5	12.0	1	2
	6	49	27	26	53	42.5	23.2	17.2	40.4	.951	1	835	52	131	166	72	----	----	11.5	----	----
	5	48	35	26	61	45.7	26.7	17.3	44.0	.963	4	704	60	145	203	100	1	1	10.6	81	----
	4	50	38	33	71	48.4	23.4	22.0	45.4	.938	4	1186	128	112	77	31	3	3	9.6	3	----
	3	54	39	37	76	51.7	24.4	26.0	50.4	.975	----	528	76	246	232	183	2	2	8.0	2	1
	2	42	29	28	57	37.7	18.4	16.5	34.9	.926	----	1124	165	92	121	32	3	3	7.4	14	1
	1	54	48	47	95	45.3	20.4	21.4	41.8	.923	----	1423	228	113	62	28	2	2	6.4	82	----
TOTALS, --------	7	345	239	226	465	314.7	153.3	144.9	298.2	.947	13	6623	779	1002	1000	514	15	16	9.4	183	3
DIVISION ST. SCHOOL.	7	48	33	35	68	47.2	23.3	20.8	44.1	.935	----	1228	34	78	108	26	----	----	13.1	6	----
	6	50	39	27	66	45.0	26.4	15.4	41.8	.928	----	1272	57	65	117	21	----	----	12.1	4	----
	5	50	41	21	62	45.8	23.9	18.0	41.9	.914	3	1560	25	61	96	24	4	14	11.0	----	3
	4	53	52	34	86	46.9	24.5	17.8	42.3	.903	----	1831	28	72	37	11	2	2	9.8	----	1
	3	56	33	42	75	50.1	21.4	25.1	46.5	.928	----	1421	43	126	59	23	1	5	8.11	----	3
	2	55	33	28	61	43.5	25.5	14.5	40.0	.919	----	1406	34	104	101	39	3	3	7.4	5	----
	1	48	58	36	94	43.1	23.7	15.8	39.5	.916	----	1439	34	83	130	46	1	1	6.2	----	1
TOTALS, --------	7	360	289	223	512	321.6	168.7	127.4	296.1	.921	3	10157	255	589	648	190	11	25	9.9	15	8
ORPHAN ASY. SCHOOL.	2	67	41	24	65	57.9	39.6	18.0	57.6	.999	----	43	2	386	396	385	----	----	10.0	----	3
	1	54	43	31	74	48.6	30.0	18.4	48.4	.999	----	59	7	351	390	342	----	----	7.0	16	----
TOTALS, --------	2	121	84	55	139	106.5	69.6	36.4	106.0	.995	----	102	9	737	786	727	----	----	8.6	16	3

SKINNER DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
SKINNER SCHOOL.	12	51	16	38	54	47.8	12.6	33.7	46.3	.969	----	626	13	226	161	76	----	----	14.7	18	4
	11	51	30	25	55	49.4	24.4	22.8	47.2	.955	2	861	48	140	137	69	11	17	13.7	1	9
	10	51	41	20	61	50.4	33.2	15.8	49.0	.972	1	573	39	160	229	109	7	13	12.10	----	----
	9	51	28	28	56	46.2	22.9	20.9	43.8	.948	1	995	21	154	118	48	1	1	12.3	2	----
	8	51	38	20	58	49.8	26.3	21.5	47.8	.960	3	825	30	120	182	56	11	16	12.0	7	----
	7	51	17	42	59	50.0	15.8	31.9	47.7	.954	1	925	24	205	90	52	3	4	11.3	----	6
	6	51	30	35	65	50.5	23.8	23.9	47.7	.945	4	1122	64	136	102	41	7	26	10.11	----	4
	5	51	38	35	73	50.4	25.1	22.9	48.0	.952	4	968	43	97	131	50	9	15	10.7	28	1
	4	51	35	40	75	48.6	22.6	23.3	45.9	.944	6	1090	61	164	65	35	9	21	9.2	8	3
	3	51	36	33	69	49.3	23.2	23.4	46.6	.945	1	1098	57	109	84	38	2	7	8.5	2	----
	2	51	41	28	69	49.3	27.2	18.9	46.1	.935	----	1266	45	60	93	27	8	9	7.5	1	11
	1	51	57	56	113	45.3	21.4	20.1	41.5	.916	----	1539	65	97	73	26	8	17	6.3	2	----
TOTALS, ...	12	612	407	400	807	587.0	278.5	279.1	557.6	.950	23	11888	510	1668	1465	627	76	146	10.9	69	38
EDWARDS ST. SCHOOL.	4	55	29	28	57	52.2	26.9	22.9	49.8	.954	2	964	22	164	90	61	4	4	9.6	1	----
	3	55	31	28	59	52.5	28.8	21.2	50.0	.952	2	984	39	179	112	52	3	5	8.8	1	2
	2	56	36	33	69	51.0	25.3	22.4	47.7	.935	----	1305	71	102	80	23	1	1	7.10	----	2
	1	57	42	53	95	48.6	20.4	24.7	45.1	.928	----	1517	55	131	73	38	4	9	6.4	30	5
TOTALS, ...	4	223	138	142	280	204.3	101.4	91.2	192.6	.943	4	4770	187	576	355	174	12	19	8.1	32	9
HUMPHREY ST. SCHOOL.	2	50	3	7	10	42.3	21.8	17.7	39.5	.934	----	681	8	58	51	17	----	----	7.7	----	1
	1	52	53	57	110	47.1	24.2	19.4	43.6	.926	1	1388	44	112	91	36	8	27	6.0	16	2
TOTALS, ...	2	102	56	64	120	89.4	46.0	37.1	83.1	.930	1	2069	52	170	142	53	8	27	6.10	16	3

WASHINGTON DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
WASHINGTON SCHOOL.	12	50	26	26	52	46.7	20.1	25.2	45.3	.970	----	551	----	247	203	147	----	----	14.2	----	10
	11	51	25	30	55	46.8	22.1	22.8	44.9	.959	1	775	----	181	171	101	2	1	13.7	----	2
	10	50	29	23	52	49.0	22.5	24.4	46.9	.957	----	830	8	158	170	80	3	3	13.1	2	----
	9	50	31	38	69	46.7	25.9	19.5	45.4	.972	----	512	5	191	228	116	----	----	12.8	15	----
	8	51	27	28	55	46.2	22.2	22.5	44.7	.968	1	606	9	194	198	114	3	5	12.5	9	3
	7	50	34	30	64	47.9	23.9	21.8	45.7	.954	----	871	5	135	152	68	----	----	12.3	----	3
	6	50	28	27	55	48.6	23.9	22.3	46.2	.951	3	962	18	123	114	43	8	9	11.7	2	----
	5	50	34	23	57	49.9	27.8	20.0	47.8	.958	1	841	9	132	191	76	2	2	11.2	112	2
	4	52	29	30	59	48.6	23.4	22.3	45.7	.940	2	1185	11	153	66	37	2	1	10.11	9	3
	3	51	31	20	51	49.2	27.5	19.3	46.8	.951	1	941	13	120	149	52	4	15	10.4	----	3
	2	50	36	25	61	48.6	27.3	18.8	46.1	.948	4	985	27	93	146	29	7	8	10.2	43	1
	1	50	39	25	64	48.9	25.6	21.1	46.7	.955	1	885	12	114	163	56	4	9	9.5	3	3
TOTALS,	12	605	369	325	694	577.1	292.2	260.0	552.2	.957	14	9944	117	1841	1951	919	35	53	11.10	195	30
WEST ST. SCHOOL.	4	50	24	31	55	47.3	25.7	20.7	46.4	.980	1	379	32	251	244	164	4	7	8.6	47	----
	3	50	35	24	59	46.8	25.0	20.4	45.4	.970	2	563	36	197	189	108	5	9	8.1	35	----
	2	50	27	34	61	48.1	22.4	24.2	46.6	.967	----	625	35	233	157	119	----	----	6.8	----	1
	1	50	50	46	96	44.8	23.5	20.1	43.6	.973	----	470	34	239	223	155	1	2	5.11	----	----
TOTALS,	4	200	136	135	271	187.0	96.6	85.4	182.0	.973	3	2037	137	920	813	546	10	18	7.4	82	1
CARLISLE ST. SCHOOL.	4	51	42	24	66	47.2	28.6	16.7	45.3	.959	----	792	25	177	143	76	3	2	8.8	109	----
	3	51	32	29	61	45.0	20.8	22.1	42.9	.953	----	825	28	192	143	85	2	2	7.8	78	3
	2	50	33	22	55	42.6	22.1	18.1	40.2	.944	----	967	65	120	168	67	----	----	6.6	1	----
	1	50	43	50	93	44.7	16.1	26.0	42.1	.941	----	1052	55	191	106	63	1	1	6.2	----	----
TOTALS,	4	202	150	125	275	179.5	87.6	82.9	170.5	.950	----	3636	173	680	560	291	6	5	7.3	188	3
GREENWICH AV. SCHOOL.	4	50	32	21	53	37.1	19.9	15.2	35.1	.946	2	817	16	204	91	60	6	6	10.1	11	----
	3	50	23	30	53	42.1	18.0	23.0	41.0	.974	----	465	3	288	225	184	3	3	9.2	----	----
	2	50	37	30	67	45.6	26.1	17.7	43.8	.961	----	721	19	180	228	135	1	1	7.3	4	----
	1	50	39	34	73	41.3	21.1	18.1	39.2	.949	----	859	35	180	169	91	3	1	6.4	17	----
TOTALS,	4	200	131	115	246	166.1	85.1	74.0	159.1	.958	2	2862	73	852	713	470	13	11	8.3	32	----

WASHINGTON DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.				No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
			Boys.	Girls.	Total.		Boys.	Girls.	Total.	Per ct.				Boys.	Girls.	All.				Ab.	Tardy.
CEDAR ST. TRAINING SCH.	8	50	41	19	60	47.6	30.6	15.7	46.3	.973	1	507	43	197	224	125	----	----	12.1	2	5
	7	48	29	27	56	42.5	20.1	20.2	40.3	.948	1	859	19	128	123	51	1	1	11.1	13	2
	6	50	31	21	52	42.5	21.6	18.8	40.4	.951	2	850	61	132	155	56	3	4	10.6	----	3
	5	48	35	34	69	42.1	19.0	20.9	39.9	.948	2	854	31	146	136	62	3	3	9.7	----	----
	4	50	27	32	59	44.4	22.1	19.9	42.0	.946	1	961	40	200	84	50	1	1	8.8	----	2
	3	55	27	34	61	44.9	18.7	24.0	42.7	.951	2	890	45	132	134	56	----	----	8.0	6	----
	2	56	36	31	67	48.7	25.6	20.5	46.1	.947	2	1024	38	105	141	66	4	8	7.2	6	1
	1	56	57	41	98	50.3	29.7	18.4	48.1	.956	----	856	79	161	170	98	6	7	6.4	3	2
TOTALS,	8	413	283	239	522	363.0	187.4	158.4	345.8	.953	11	6801	356	1201	1167	564	18	24	9.2	30	15

WOOLSEY DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

WOOLSEY SCHOOL.	12	50	24	26	50	40.9	15.8	23.8	39.6	.968	1	524	11	253	204	136	4	9	14.6	6	----
	11	52	34	34	68	48.0	22.5	24.4	46.9	.977	4	434	15	235	247	164	----	----	13.7	----	1
	10	51	31	39	70	48.9	23.7	24.4	48.1	.984	----	309	25	300	233	186	----	----	13.0	----	1
	9	50	34	19	53	44.7	27.8	15.9	43.7	.978	----	393	23	228	271	171	3	4	11.11	----	----
	8	50	31	31	62	46.3	21.8	23.4	45.2	.976	4	465	22	247	211	145	4	4	11.6	----	3
	7	50	35	36	71	49.8	27.6	20.8	48.4	.972	4	555	40	187	224	122	7	7	10.8	26	19
	6	56	42	27	69	53.7	29.6	22.8	52.4	.976	----	533	32	185	246	132	4	7	9.9	----	----
	5	56	39	35	74	54.5	28.5	24.5	53.0	.972	2	579	42	227	174	122	5	5	8.11	----	4
	4	56	26	45	71	50.9	20.1	29.1	49.2	.967	----	651	26	226	157	119	5	14	8.3	1	21
	3	55	32	34	66	50.9	24.5	25.2	49.7	.976	1	463	42	240	224	140	1	3	7.5	----	3
	2	55	35	39	74	53.5	25.9	26.2	52.1	.974	----	524	37	220	254	169	3	3	6.10	8	----
	1	55	75	72	147	56.0	29.2	25.1	54.3	.970	----	690	27	215	252	169	4	7	5.8	30	----
TOTALS,	12	636	438	437	875	598.1	297.0	285.6	582.6	.974	16	6120	342	2763	2697	1775	40	63	10.2	71	52
GRAND STREET SCHOOL.	8	50	27	33	60	41.7	19.7	20.3	40.0	.959	----	693	20	224	151	107	2	2	12.8	----	----
	7	50	26	33	59	44.6	20.3	22.6	42.9	.962	1	668	26	210	185	123	----	----	11.6	----	1
	5	50	6	9	15	41.9	17.6	23.1	40.7	.970	----	96	3	51	37	25	2	1	10.8	----	3
	4	51	35	35	70	46.7	23.6	21.5	45.1	.966	----	680	33	198	174	104	1	1	10.0	21	2
	3	53	31	44	75	46.6	22.7	22.1	44.8	.961	----	730	17	176	186	104	1	1	8.10	3	2
	2	52	29	34	63	41.8	20.8	19.5	40.3	.964	----	653	49	222	162	117	2	6	7.10	2	13
	1	48	59	45	104	44.7	27.3	15.9	43.2	.966	----	586	28	178	261	126	5	6	6.3	----	----
TOTALS,	8	354	213	233	446	308.0	152.0	145.0	297.0	.964	1	4106	176	1259	1156	706	13	17	9.8	26	21

Table showing the Attendance, etc., at all the Schools, during the Year, not including the Ungraded Schools.

SCHOOLS.	No. Teach.	No. Rooms.	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.			Per cent. Attend.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
				Boys.	Girls.	Total.		Boys.	Girls.	Total.					Boys.	Girls.	All.				Ab.	Tardy.
High	14	7	379	174	264	438	261.0	97.0	155.8	252.8	.969	4	3244	129	1915	1533	1123	3	10	16.4	43	8
Webster,	14	12	598	461	389	850	615.2	319.6	267.3	586.9	.954	17	11371	279	1760	1575	724	25	32	10.11	23	68
Oak St.,	4	4	203	146	124	270	185.7	99.5	76.9	176.4	.950	1	3664	177	533	632	253	7	12	8.4	8	10
Davenport Av.,	2	2	102	73	62	135	92.7	51.0	35.8	86.8	.936	1	1898	101	151	227	84	2	3	7.0	----	1
Web. Dist. Totals,	20	18	903	680	575	1255	893.6	470.1	380.0	850.1	.951	19	16933	557	2444	2434	1061	34	47	8.9	31	79
Eaton School and District Totals,	14	12	603	383	361	744	534.6	266.3	241.5	507.8	.949	9	10609	431	2016	1671	858	15	20	10.5	93	45
Wooster,	14	12	607	476	383	859	569.3	307.3	238.7	546.0	.959	20	9475	466	1891	1889	897	74	131	10.4	27	44
Hamilton,	14	13	649	391	419	810	610.1	290.8	291.7	582.5	.955	9	11192	459	2487	2037	1351	48	94	10.0	11	33
Fair St. Training,	9	4	202	139	133	272	183.1	92.1	84.0	176.1	.962	7	2867	135	676	689	357	2	2	8.8	91	12
German-English,	2	2	110	79	72	151	101.6	55.7	40.8	96.5	.950	----	1980	139	256	327	148	6	6	7.5	----	2
Wooster Dist. Tot.	39	31	1568	1085	1007	2092	1464.1	745.9	655.2	1401.1	.957	36	25514	1199	5310	4942	2753	130	233	9.1	129	91
Dwight,	14	12	606	426	411	837	601.9	300.6	276.2	576.8	.958	2	10031	164	2054	1930	996	14	24	11.1	53	13
Dixwell Av.,	8	7	345	239	226	465	314.7	153.3	144.9	298.2	.947	13	6623	779	1002	1000	514	15	16	9.4	183	4
Division St.,	8	7	360	289	223	512	321.6	168.7	127.4	296.1	.921	3	10157	255	589	648	190	11	25	9.9	15	8
Orphan Asylum,	2	2	121	84	55	139	106.5	69.6	36.4	106.0	.995	----	102	9	737	786	727	----	----	8.6	16	3
Dwight Dist. Tot's,	32	28	1432	1038	915	1953	1344.7	692.2	584.9	1277.1	.950	18	26913	1207	4382	4364	2427	40	65	9.8	267	28
Skinner,	14	12	612	407	400	807	587.0	278.5	279.1	557.6	.950	23	11888	510	1668	1465	627	76	146	10.9	69	38
Edwards St.,	4	4	223	138	142	280	204.3	101.4	91.2	192.6	.943	4	4770	187	576	355	174	12	19	8.1	32	9
Humphrey St.,	2	2	102	56	64	120	89.4	46.0	37.1	83.1	.930	1	2069	52	170	142	53	8	27	6.10	16	3
Skinner Dist. Tot's,	20	18	937	601	606	1207	880.7	425.9	407.4	833.3	.946	28	18727	749	2414	1962	854	96	192	8.7	117	50
Washington,	14	12	605	369	325	694	577.1	292.2	260.0	552.2	.957	14	9944	117	1841	1951	919	35	53	11.10	195	30
West St.,	4	4	200	136	135	271	187.0	96.6	85.4	182.0	.973	3	2037	137	920	813	546	10	18	7.4	82	1
Carlisle St.,	4	4	202	150	125	275	179.5	87.6	82.9	170.5	.950	----	3636	173	680	560	291	6	5	7.3	188	3
Greenwich Av.,	4	4	200	131	115	246	166.1	85.1	74.0	159.1	.958	2	2862	73	852	713	470	13	11	8.3	32	----
Cedar St. Training,	17	8	413	283	239	522	363.0	187.4	158.4	345.8	.953	11	6801	356	1201	1167	564	18	24	9.2	32	15
Wash. Dist. Totals,	43	32	1620	1069	939	2008	1472.7	748.9	660.7	1409.6	.957	30	25280	856	5494	5204	2790	82	111	8.9	529	49

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT—Continued.

Table showing the Attendance, etc., at all the Schools, during the Year.

SCHOOLS.	No. Teach.	No. Rooms.	No. Seats.	No. Registered.			Average No. Registered	Average Daily Attendance.			Per cent. Attend.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
				Boys.	Girls.	Total.		Boys.	Girls.	Total.					Boys.	Girls.	All.				Ab.	Tardy.
Woolsey,	14	12	636	438	437	875	598.1	297.0	285.6	582.6	.974	16	6120	342	2763	2697	1775	40	63	10.2	71	52
Grand St.,	7	7	354	213	233	446	308.0	152.0	145.0	297.0	.964	1	4106	176	1259	1156	706	13	17	9.8	26	21
Woolsey Dist. Tot's	21	19	990	651	670	1321	906.1	449.0	430.6	879.6	.971	17	10226	518	4022	3853	2481	53	80	9.11	97	73
UNGRADED SCH'LS.																						
Whit. St., Wb. Dist.	1	1	55	167	----	167	45.4	43.3	------	43.3	.954	----	822	215	45	------	45	41	75	12.6	----	----
Fair St., Woost. D.	2	2	98	70	41	111	63.1	32.1	21.5	53.6	.849	8	3806	487	4	3	3	14	20	9.11	1	3
Grand St., Wools. D.	1	1	50	58	----	58	24.4	20.3	------	20.3	.832	----	1586	151	22	------	22	62	167	12.2	----	----
	4	4	203	295	41	336	132.9	95.7	21.5	117.2	.879	8	6214	853	71	3	70	117	262	11.6	1	3

SUMMARY OF STATISTICS, BY SUB-DISTRICTS, INCLUDING THE UNGRADED SCHOOLS.

High	14	7	379	174	264	438	261.0	97.0	155.8	252.8	.969	4	3244	129	1915	1533	1123	3	10	16.4	43	8
Webster Dist.	21	19	958	847	575	1422	939.0	513.4	380.0	893.4	.951	19	17755	772	2489	2434	1106	75	122	10.8	31	79
Eaton "	14	12	603	383	361	744	534.6	266.3	241.5	507.8	.949	9	10609	431	2016	1671	858	15	20	10.5	93	45
Wooster "	41	33	1666	1085	1007	2092	1527.2	778.0	676.7	1454.7	.953	44	29320	1686	5314	4945	2756	144	253	9.6	129	94
Dwight "	32	28	1432	1038	915	1953	1344.7	692.2	584.9	1277.1	.950	18	26913	1207	4382	4364	2427	40	65	9.8	267	28
Skinner "	20	18	937	601	606	1207	880.7	425.9	407.4	833.3	.946	28	18727	749	2414	1962	854	96	192	8.7	117	50
Washington "	43	32	1620	1069	939	2008	1472.7	748.9	660.7	1409.6	.957	30	25280	856	5494	5204	2790	82	111	8.9	529	49
Woolsey, "	22	20	1040	709	670	1379	930.5	469.3	430.6	899.9	.967	17	11812	669	4044	3853	2503	115	247	10.8	97	73
Totals for 1877–78,	207	169	8635	5906	5337	11243	7890.4	3991.0	3537.6	7528.6	.954	169	143660	6499	28068	25966	14417	570	1020	10.7	1306	426
Totals for 1876–77,	202	165	8602	6085	5341	11426	7866.6	3986.2	3505.2	7491.4	.952	151	147233	7339	25123	23982	12328	577	1105	9.7	1834	484
Totals for 1875–76,	197	158	8247	5629	5109	10738	7428.3	3709.4	3331.7	7041.1	.948	131	154124	7069	23741	21741	11192	674	1810	9.9	3204	515
Totals for 1866–67,	101	91	4715	----	----	5361	4487.	------	------	4136.0	.882	----	132365	8357	8280	7189	3153	316	616	------	----	----

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. 1-2 days in 1877-8			No. 1-2 days in 1876-7.			Years.
				All.	Boys.	Girls.	All.	Boys	Girls.	
1	High, ...	4	Elizabeth Cooper, ...	231	330	264	151	206	226	2
2	Hamilton, ..	7	Gertrude Roach, ...	209	273	268	172	253	209	7
3	High, ...	2	Annie S. Johnson, ...	206	243	304				1
4	High, ...	1	Lucy R. Bliss, ...	201	296	261	125	323	145	2
5	Hamilton, ..	10	Celestine Wall, ...	187	318	221	199	318	230	7
6	Woolsey, ...	10	Lottie D. Butler, ...	186	300	233	158	233	261	3
7	Hamilton, ..	11	Rita Shea, ...	185	264	211	166	241	224	7
8	Green'ch av.,	3	Edith E. Johnson, ...	184	288	225				1
9	Dixwell.....	3	Nellie A. Peck, ...	183	248	232	270	293	298	5
10	High, ...	5	Mary C. Tuttle, ...	178	259	261	145	258	207	6
11	Woolsey, ...	9	Fannie I. Bunce, ...	171	228	271	126	212	212	3
12	Woolsey, ...	2	Fannie L. Rice, ...	169	220	254				1
12	Woolsey, ...	1	Ella H. Clarke, ...	169	215	252	126	235	177	2
14	Hamilton, ..	9	Arsenius Caden, ...	167	279	222	135	260	186	7
15	Dwight, ...	11	Emma S. Bernard, ...	165	246	237	206	299	269	10
16	Dwight, ...	12	Emma C. Brownell, ..	164	250	274	114	278	143	10
16	West St., ...	4	Lucy A. F. Pinney, ..	164	251	244	112	150	274	3
16	Woolsey, ...	11	Nellie B. Morse, ...	164	235	247	194	244	303	3
19	Hamilton, ..	8	Clementine Kenney, .	157	235	238	135	229	213	7
20	West St., ...	1	Eva J. Phelps, ...	155	239	223	106	215	161	3
21	Webster, ...	11	Lucy A. Minor, ...	148	281	196	100	187	207	2
22	Washington,	12	Emily E. Warner, ...	147	247	203				1
23	Woolsey, ...	8	Alice Darrow, ...	145	247	211				1
24	Wooster, ...	12	Almena A. Giddings,	140	222	212	135	219	215	4
24	Woolsey, ...	3	Emily M. DeForest, .	140	240	224	131	226	182	2
26	Wooster, ...	10	Almira W. Brooks, ..	139	228	188	128	169	209	2
27	Wooster, ...	11	Annie E. Pigott, ...	138	252	196	147	234	250	3
28	Woolsey, ...	12	Julia A. Willard, ...	136	253	204	181	250	269	2
29	Green'ch av.,	2	Corney F. Allen.....	135	180	228				1
30	Woolsey, ...	6	F. Isabel Swift, ...	132	185	246	112	194	184	2
31	Dwight, ...	9	Clara I. Bradley, ...	131	230	200	157	272	221	3
32	Eaton, ...	9	Hattie Roemer, ...	130	190	239				1
33	Grand St., ..	1	Mary A. Pinney, ...	126	178	261	102	170	192	2
34	High, ...	6	Grace E. Bliss, ...	125	321	169				1
34	Cedar, ...	8	Martha E. Chapman,	125	197	224	104	157	249	4
36	Webster, ...	10	Bessie Blakeman, ...	123	205	214				1
36	Grand St., ..	7	Mary J. Warren, ...	123	210	185	171	246	252	3
38	Woolsey, ...	7	Sarah J. Gibson, ...	122	187	224	107	196	189	2
38	Woolsey, ...	5	Sarah U. Wright, ...	122	227	174				1
40	High, ...	3	Mary W. Storrs, ...	119	190	193	141	256	212	6
40	West St., ...	2	Hannah Chamberlain	119	233	157				1
40	Woolsey, ...	4	Ella A. Beach, ...	119	226	157	105	207	154	2
43	Eaton, ...	4	Ida L. Henry, ...	118	197	211				1
44	Grand St., ..	2	Margaret M. Tucker,	117	222	162				1
45	Washington,	9	Jennie R. Catlin, ...	116	191	228				1
46	Fair St., ...	4	Sarah A. Wilcox, ...	114	207	179	138	266	187	3
46	Washington,	8	Mary E. Willoughby,	114	194	198				1
48	Skinner, ...	10	Ella J. Bronson, ...	109	160	229				1
49	West St., ...	3	Hattie M. Price, ...	108	197	189	103	161	157	2
50	Eaton, ...	6	Jessie F. Crane, ...	107	190	172				1
50	Fair St., ...	1	Mary F. McArthur, ..	107	134	209				1
50	Grand St., ..	8	Mary Kilbride, ...	107	224	151	168	230	239	2
53	Grand St., ..	4	Hortense A. Darling,	104	198	174				1
53	Grand St., ..	3	Rosina Allen, ...	104	176	186	122	204	204	2
55	Washington,	11	Maria L. Bradley, ...	101	181	171				1
56	Dixwell, ...	5	Annie G. Kennedy, ..	100	145	203	123	197	228	4

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

No. 7. Minnie E. Cassidy, 3 years,
Cornelia Hurlbutt,
Nellie G. Lindsley,
Gertrude M. Mann,
Luthera A. Mansfield, 3 yrs.
Harriette P. Marsh,
Emily G. Siebkie,
Lottie Thompson, 3 years,
Charles M. Downs,
Gustave F. Gruener, 6 years,
Silas Metzger,
Sarah E. Briggs, 2 years,
Emily A. Townsend,
Abraham Asher.

No. 6. Frederic C. Adams,
Henry Fresenius, 5 years,
Willie A. Hale,
John E. Lomas,
Joseph H. Townsend,

No. 6. John Whitmore,

No. 5. Mary E. Andrew,
Bessie L. Kent,
Maggie K. Strong,
William L. Sperry,

No. 4. George T. Lindsley,
George E. Moulthrop, 7 yrs.
George L. Bill,
Frank P. Hyde,
Hattie A. Smith, 2 years,
Mary L. Judson,
Pauline Norman,

No. 3. Ferdinand Fenouillet,
Sadie E. Kenney,

No. 2. Ernest P. Livingston, 6 yrs.
Henry L. Swain, 3 years.
Minnie E. Burnett, 1 year.
Edna L. Sherwood, 3 years.

WEBSTER SCHOOL.

No. 12. Ridley Guy Carleton,
Charles Cornwall,
Edward Gruener,
Julius Harder,
William Kinney,
Edward Peck,
Kittie Bowman,
Florence Disbrow,
Eliza Hine,
Huldah Liefeld,
Katie Marzi,
Sarah Merriman,
Lizzie Miller,
Mahlon Marlin.

No. 11. James Pierpont, 4 years,
Nettie Rexroth, 4 "
Clarence Clark, 3 "
Anna Widman, 3 "
Frank Altman, 2 "
Fannie Mead, 2 "
Fannie Richter, 2 "
Levi Dudley,
Henry Hall,
Louisa Merz,
Louis Widman.

No. 10. Louis Hoffmeister,
Arthur Speiss,
Henry Hotchkiss,
Sereno Thomas, 3 years,

No. 10. Ernest Morse, 2 years,

No. 9. George Hazel,
Frederick Gregory,
Robert King,
Minnie Kohautek,
John Merriman,
William Menge,
Jennie Turnbull,
Charles Williams,
Henry Gruner,
Louisa Eberlee,

No. 8. Grace Daggett,
Allie Dole,
Willie Ehrler,

No. 7. Georgie Williams,
Mary Allen,
Max Osterweis,
Christian Rexroth,
Henry Strack,

No. 6. Hyppolyte Gruener,
Irvin Thomas,

No. 5. Adolph Engel,

No. 4. Henry Prella,
Henry Pierpont,

No. 3. Charlie Pfaff,

No. 2. Jennie Troy,
Lena Gorham,

No. 1. Max Rosenblut.

OAK STREET SCHOOL.

No. 4. Emma Sinkell,
Willie King,
No. 3. Gustave Altman,
Henry Basset,
No. 3. Leroy Clarke,
Mary Leonard,
No. 2. Fred. Leishman.

DAVENPORT AV. SCHOOL.

Room No. 2, Emma McDonald.

EATON SCHOOL.

No. 12. Richard Westbrook,
No. 9. Jennie Lewis,
James Ward,
No. 8. Carrie Hartman,
Josie Hughson,
No. 7. Freddie Spanutius,
Lena Bache,
Florence Bromley,
Pauline Dippa,
No. 6. Abie Thalheimer,
Jacob Kurtz,
Peter Murphy,
No. 5. Tilly Duey,
George Shiner,
Eddie Braydon,
No. 5. Willie Judd,
Eddie Linquist,
No. 4. Josie Mulchey,
Minnie Brandt,
Stella Ray,
Hugh Murphy,
John Kennedy,
Jimmie Conlon,
No. 3. Mary Murphy,
Carrie Thalheimer,
Bennie Kern,
Frank Beecher,
Bertha Bairwald,
No. 2. Theodore Hoffmeister,
Solomon Kern.

WOOSTER SCHOOL.

No. 12. Lizzie Pfleghar,
John Moakley,
George Law,
Thomas McGrath,
No. 11. Jennie Manwaring, 3 yrs.
Katie Sheridan, 2 years,
Ella Shepard,
Emma Pfeifer,
Henry Clark, 4 yrs.
Andrew Davie, 3 "
Charlie Macheleidt, 2 yrs.
Willie Flanagan, 2 "
John Hogan,
Walter McGuire,
John Bannen,
No. 10. Anton Knipping,
Edith Hotchkiss,
Amelia Williams,
Joseph Cahn,
No. 10. Joseph Barnes,
No. 9. Bridget Clyne,
Belle Nichols,
Eugenia Smith,
No. 8. Charlie Platt,
No. 7. Charlie Minnix,
Annie Doerschuck,
No. 6. Lizzie Dugan,
Nora Sweeney,
Tommy Coughlin,
Frank Pfleghar,
No. 5. Lillie Finigan,
James Casey,
Albert Bascom,
John Minnix,
No. 3. Julia Clyne,
Michael Casey,
Edith Downs.

FAIR STREET SCHOOL.

No. 4. Sophie Ehrler, 3 years,
Carrie Howe, 2 years,
Fannie Kellam,
Eddie Meyers,
Abie Schulhafer, 2 years,
Goodrich Ullman, 2 "
No. 3. Willie Sperry,
Maurice Weiss,
Lizzie Blake,
Celia Thorman, 3 years,
No. 3. Becca Ullman,
Amy Wright,
Willie Gardner,
Frances Rosenberg,
No. 2. Barney Fitzpatrick,
Louis Kentfield,
Bennie Silverthau, 2 years,
No. 1, Katie Blake,
Emma Meyers.

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HAMILTON SCHOOL.

No. 12. Julia Hughs,
No. 11. Patrick Hayes,
John Heery,
John Brown,
Hannah Callahan,
No. 10. John Cohane,
Nellie McMahon,
Mary Doherty,
No. 9. Mary Kinsella,
Annie Leary,
Willie Redmond,
Robert Adlehurst,
No. 8. James Kelly,
No. 8. Thomas Costigan,
Mary McNally,
Mary Fox,
No. 7. Bridget Heany,
No. 6. Annie Kays,
Mary Cohane,
No. 5. Patrick Daley,
James Lane,
No. 4. Dennis Healy,
John Callahan,
No. 3. John Doolan,
No. 1½. James Cavan.

DWIGHT SCHOOL.

No. 12. Annie Clarke,
Nellie Hersey,
Eleanor Howd,
Maggie Williams, 2 years,
George Andrew,
Edmund Burwell,
John Burwell,
Thomas Blount,
Marshall Douglass,
Eddie Langzettelle, 2 yrs.
John Lonergan, 2 years.
No. 11. Sadie Thompson,
Emma Gesner,
Susie Bentz, 2 years,
Fannie Rich,
Nellie Rich,
Ruby Allen,
Jessie Bright,
John Kennedy, 2 years,
Frank Saunders,
Arthur Bristol, 6 years.
No. 10. Dunlap Beecher, 2 years,
Chauncey Hatfield,
Jennie Fairchild,
Louisa Coggeshall,
Lizzie Oberer,
Carrie Whitehead,
No. 9. Ina Sherwood,
No. 8. Joseph Rice,
Nellie Kennedy,
Jessie Mix,
Jacob Richards,
Willie Lewis,
No. 7. Frank Nettleton,
Jessie Taylor,
Charlie Kinnie,
Walter Tompkins,
No. 6. Gracie Smith,
No. 5. Laura Hutchins,
George Baldwin,
Charlie Camp,
Ulysses Terrell.

DIXWELL SCHOOL.

No. 7. Mollie Hauser.
Mary Osborn,
No. 6. John O'Neil,
John Chandler,
Walter Beecher,
No. 6. Henry Kirschner,
Frank Russell,
No. 5. James Allen,
No. 4. Louisa Chandler,
No. 3. Mary Ray.

DIVISION STREET SCHOOL.

No. 7. David Burgess,
No. 6. Edie Bouton,
No. 5. Lena Fredericks,
Kittie Caffrey,
No. 4. Lewis Kappler,
No. 3. Arthur Bill,
Georgie Grodski.

SKINNER SCHOOL.

No. 10. Annie Corcoran,
No. 9. Edith Merwin,
No. 8. John McNamara,
No. 8. Eddie Shuster,
No. 3. Andrew Kelly,
John O'Donnell.

EDWARDS STREET SCHOOL.

No. 2. David Jackson,
Lulu Broadbent.

No. 3. Johnnie Fraiser.

WASHINGTON SCHOOL.

No. 12. John Sullivan,
George Johnson,
Lillie Hull,

No. 11. Anna Dwyer,
Mary O. Meara,
Mary Smith,
George Lockyer,
Fred. Mason,

No. 10. Minnie Brockett,
Lizzie Pullman,
Charles Orr,
James Deskin,
Paul Marofzki,

No. 9. Charles Monahan,
Robbie Manwaring,
James Wrinn,
John Hart,
John Ruttiger,
Thomas Lockyer,
Michael Berrigan,
Emma Marks,
Lizzie Hollis,

No. 8. John Doherty,
Henry Ellers,
Willie Daily,
Charles Robinson,
Nellie Mansfield,
Lillie Mansfield,

No. 7. Eddie Coushey, 2 years,
Timmie Callahan, 2 years,
Charles Coyle, 3 years,

No. 7. Everett Emerson,
Tommie Miller,
Julia Rourke,

No. 6. Cora Foster,
Adolph Brose,
Emma Fresenius,
Gertie Emerson,
Willie Peters,

No. 5. Timothy Ives,
Henry Welsh,
Charles Lauttenbach, 2 yrs.
James Smith,
John Moran, 2 years,
Josie Sherman,

No. 4. George Fletcher,
Thomas Connelly,
John O. Meara,
Joseph Bowden,
Jennie Richards,

No. 3. Willie Murphy,
Louis Crittenden,
Mary Tiernan,

No. 2. Philip Frederick,
Anthony Allen,
Daniel McNeil,
Julia Coxon,
Katie Higgins,

No. 1. Maggie Bergin,
Jimmie McLaughlin,
Dennis Early,
Jennie Moran, 3 years,

CARLISLE STREET SCHOOL.

No. 4. Charlie Smith,
Henry Kapitzke,
Hartie Stockin,

No. 2. Jimmie Padden,

No. 2. Walter Smith,
Mamie Coyle,
Annie Padden.

WEST STREET SCHOOL.

No. 4. James Gibson, 3 years,
Arthur Cowell, 2 "
Katie Wrinn, 2 "
Joseph Murphy,
Thomas Prior,
John Donohue,

No. 3. Annie McNeil,

No. 3. Johnnie Munz,
Fena Miller,
Herbie Crittenden,
George Connolly,
Henry Frederick,

No. 2. Janey Bowden.

GREENWICH AVENUE SCHOOL.

No. 4. Charles Clarkson,
James Jardine,
Mary Callahan,
Willie Kenny, 3 years.
No. 3. Vaughn Bradley,
No. 3. James Clancy,
No. 2. Louise Eberth,
Annie Newman,
Arthur Clarkson.

WOOLSEY SCHOOL.

No. 12. George C. Bradley,
" Robert J. Black,
" John W. Harding,
" Orlando Isbell,
" Hallet O. Nettleton,
" Jessie P. Andrews,
" Nellie I. Brooks,
" Cora F. Cooper,
" Carrie L. Jones.
No. 11. John L. Clarke,
" Adam McArthur,
" Herbert Moulthrop, 2 years,
" Sereno C. Sperry, 2 "
" William H. Sturrup, 2 "
" Ellen B. Hart.
No. 10. Edson L. Bradley,
" John Daley,
" James Henry, 2 years,
" Irving Hurlburt,
" Harry Hannaford,
" Clifford Hemingway, 2 years.
" John Kelley,
" George Shaw,
" George Warner,
" George Warren, 3 years,
" Mary Alcott,
" Ida Gray, 2 years,
" Mary Hart,
" Stella Smith,
" Mary Thielbar.
No. 9. Willie Dwyer,
" Frank East,
" John Sullivan, 3d.
No. 8. Michael Hart, 2 years,
" Thomas Kelleher,
" Eddie Kelley,
" Thomas May,
" Homer Martin, 2 years,
" Delia Byrne,
" Jennie Brainerd, 2 years,
" Mary Keys,
" Maggie Thielbar, 4 years.
No. 7. Willie Daley,
" John Moran,
" John O'Keefe,
" John Tierney,
" Mary O'Gorman, 2 years.
No. 6. Helen Blake,
" Nellie Condon.
No. 5. Patrick Kent,
" Jimmie Sheehan,
" Maggie Dohan,
" Katie Maroney,
" Katie O'Neil.
No. 4. Charles Brainerd,
" Jennie Boucher,
" Maggie Maroney.
No. 3. Willie Harly,
" John Kent,
" Maggie O'Gorman,
" Mary Shanley.
No. 2. Willie Flannery,
" Freddie Jackson,
" James Mulvey,
" Dollie Burke,
" Mary Heney.

GRAND STREET SCHOOL.

No. 6. George Butterfield,
" Albert Sturrup, 2 years,
" Annie Kenney.
No. 5. Nonie Dadmun,
" James Hope,
" Hardy Merwin,
No. 5. Edith Culver.
No. 4. Louisa Borst,
" Jane Todd.
No. 3. Michael English,
" Frank Killoy,
" Mamie Hope.

CEDAR STREET SCHOOL.

No. 8. Charles Brennan,
Josie Ullman,
Fred. Scanlan,
No. 7. Willie Morris,
John Wohlmaker,
No. 7. Minnie Bowen,
No. 5. Willie Pickett,
No. 4. Jakie Ullman,
No. 3. Lizzie Allen, 2 years,
No. 1. Philly Coyle.

HIGH SCHOOL TEXT BOOKS.

Packard's Complete Course of Business Training.
Loomis' University Algebra.
Loomis' and Chauvenet's Geometry.
Wheeler's Trigonometry.
Cooley's Natural Philosophy.
Steele's Fourteen Weeks in Chemistry.
Steele's Fourteen Weeks in Geology.
Steele's Fourteen Weeks in Astronomy.
Gray's How Plants Grow and
Wood's Plant Record.
Hutchison's Physiology and Hygiene.
Bloss' Ancient History.
Modern History.
Mitchell's Physical Geography.
Hart's Composition and Rhetoric.
Collier's History of English Literature.
Whitney's Essentials of English Grammar.
Town and Holbrook's Progressive Fifth Reader.
Town's New Speller and Definer.
Allen and Greenough's Latin Grammar.
Leighton's Latin Lessons.
Searing's Virgil.
Allen and Greenough's Cicero.
Harkness' Cæsar.
Arnold's Latin Prose Composition.
Hadley's Greek Grammar.
White's First Lessons in Greek.
Goodwin's Greek Reader.
Tozer's Classical Geography.
Smith's Smaller Hist. of Rome and Greece.
Otto's German Conversation Grammar.
Leben und Tod des kleinen Rothkäppchens.
Neffe als Onkel.
Maria Stuart.
Keetel's French Grammar.

TEXT BOOKS USED IN THE PUBLIC SCHOOLS OF NEW HAVEN.

Lovell's Readers. Series.
Town's Speller.
Henderson's Test Speller.
French's Arithmetic. Series.
Swinton's English Grammar.
Swinton's Language Primer.
Swinton's Language Lessons.
Harper's Geography.
Anderson's Pictorial History of the United States.
Spencerian System of Penmanship.
Jepson's Music Readers.
Bail's System and Charts in Drawing.

TEACHERS APPOINTED FOR THE YEAR 1878-79.

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL,		T. W. T. CURTIS, *Principal*,	$3,000	213 Orange.
		JAS. D. WHITMORE, *Sub-Master*,	2,500	147 Bradley.
		Chas. H. Siebke, *Ger. Teacher*,	600	116 Wooster.
Orange Street, cor. Wall.		Geo. L. FOX, *Classical Teacher*,	1,100	7 College.
		Virginia H. Curtis,	1,200	213 Orange.
		Mary A. Marshall,	850	49 Grove.
		Mary C. Tuttle,	800	201 Orange.
		Mary W. Storrs,	800	43 Trumbull.
		Elizabeth Cooper,	800	47 Trumbull.
		Lucy R. Bliss,	800	201 Orange.
		Grace E. Bliss,	800	665 Chapel.
		Anna S. Johnson,	700	290 E. Grand.
		Sara E. Husted,	600	146 Dixwell av.
			$14,550	
		WEBSTER DISTRICT.		
WEBSTER SCH.		JOHN G. LEWIS, *Principal*,	$2,500	258 George.
	12	Maggie W. Baird,	750	60 Liberty.
George Street, cor. York.	12	Mary Ferguson,	450	29 Sylvan av.
	11	Lucy A. Minor,	700	200 Crown.
	10	Bessie C. Blakeman,	650	43 Dwight.
	9	Julia A. Malcolm,	650	108 York.
	8	Clara A. Hurlbut,	650	112 Temple.
	7	Eva L. Griffing,	650	188 Wooster.
	6	Anna R. Hubbell,	600	32 Dow.
	5	Nettie L. Leonard,	550	32 Sylvan av.
	4	Ada T. Somers,	500	186 Goffe.
	3	Eliza A. Benham,	500	245 George.
	2	Ruth Gorham,	500	231 Crown.
	1	Fannie E. Graves,	600	532 Chapel.
			$10,250	
OAK ST. SCHOOL,	4	Louise G. Wolcott,	$650	101 Sylvan av.
	3	Joanna M. Flanagan,	450	50 Chapel.
cor. Greenwood.	2	Laura E. Lampson,	500	15 Park.
	1	Mary J. Alden,	600	63 Kensington.
			$2,200	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DAVENPORT AV.	3	Rosina A. Roy,	$450	79 York.
	1	Augusta E. Siebkie,	400	116 Wooster.
	2	Emma F. Weld,	450	99 Wall.
			$1,300	
WHITING ST. UNGRADED.	1	Henry W. Loomis,	$1,000	East Haven.
		EATON DISTRICT.		
EATON SCHOOL,		SAMUEL T. DUTTON, *Principal*,	$2,500	137 Dwight.
	12	Effie E. Stevens,	750	67 Wooster.
Jefferson Street, cor. St. John.	12	Eunice K. Armstead,	400	67 William.
	11	Gussie Crane,	700	109 York.
	10a			
	10	Susie S. Sheridan,	650	291 Orange.
	9	Julia A. Bidwell,	650	5 Osborn.
	8a	Mary J. Bronson,	650	23 Trumbull.
	8			
	7a	Heppie E. Goodrich,	650	141 Church.
	7			
	6	Jessie F. Crane,	600	91 Olive.
	5	Mary C. Durrie,	550	200 Chapel.
	4a	Ida L. Henry,	400	9 Audubon.
	4	Mary F. Frisbie,	600	9 Lyon.
	3a	Maggie P. Moffatt,	500	33 Bradley.
	3			
	2	Flora A. Loper,	500	134 Bradley.
	1	Mary J. Hayes,	600	660 State.
			$10,700	
		WOOSTER DISTRICT.		
WOOSTER SCH.		FRED'K E. BANGS, *Principal*,	$2,250	10 College.
	12	Emma S. Bernard,	750	1 Howe.
Wooster Street, cor. Wallace.	12	Maria J. Lynch,	350	68 Bristol.
	11	Emma L. Bishop,	550	77 Hamilton.
	10	Almira W. Brooks,	650	64 Chapel.
	9	E. Josie Cargill,	650	97 Chapel.
	8	Emma E. Burwell,	650	376 George.
	7	Joanna M. Gleeson,	650	106 Wallace.
	6	Jennie S. Burlock,	600	748 Chapel.
	5	Mary C. Gorham,	550	13 Warren.
	4	Rebecca P. Cornwall,	500	57 Lafayette.
	3	Ella F. Healy,	450	66 St. John.
	2	Hattie J. Bushnell,	500	73 Wooster.
	1	Harriet C. Miles,	600	142 Chapel.
			$9,700	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
FAIR STREET TRAINING SCHOOL	4	Sarah A. Wilcox,	600	6 Leonard.
	4	Ida E. Bushnell,	250	19 Perkins.
	4	Nellie B. Swain,	300	70 Wolcott.
	3	Mary F. McArthur,	300	15 Wallace.
	3	Fanny Y. Cook,	250	27 Clark.
	2	Kittie Yanz,	300	110 Ivy.
	2	Martha E. Lindsley,	200	11 Wolcott.
	1	Eugenie W. Hathaway,	300	25 Lyon.
	1	Mary A. Judd,	250	64 Nash.
			$2,750	
FAIR ST. SCHOOL, UNGRADED.	2	Emily A. Wildman,	$600	20 Clark.
	1	Nellie J. Guinan,	500	183 Olive.
			$1,100	
GERMAN-ENG. 193 *Wooster St.*	2	Herman Trisch,	$1,200	117 Water.
	1	Angenette T. Langley,	650	300 Grand.
			$1,850	
		DWIGHT DISTRICT.		
DWIGHT SCHOOL, *Martin Street, cor. Gill.*		L. L. CAMP, *Principal*,	$2,500	595 Chapel.
	12	Emma C. Brownell,	750	595 Chapel.
	12	Marie A. Hodgson,	400	111 Howe.
	11	Clara I. Bradley,	700	34 Gill.
	10	Harriet E. Judson,	650	595 Chapel.
	9	Martha B. Fields,	550	121 Dwight.
	8	Gertrude L. Cooper,	650	14 Park.
	7	Carrie E. Blakeslee,	600	15 Beers.
	6	Emma E. Lincoln,	600	57 Martin.
	5	Elizabeth V. Southworth,	550	14 Sylvan av.
	4	Carrie B. Root,	500	609 Chapel.
	3	Fannie C. Upson,	500	64 Howe.
	2	Emma E. Cowap,	500	370 Orchard.
	1	Charlotte Hills,	600	146 College.
			$10,050	
DIXWELL AV. SCHOOL.	7	Sarah E. Hughes,	$800	East Haven.
	7	Mary R. Burwell,	400	95 Dwight.
	6	Fannie T. Munson,	600	28 Munson.
	5	Annie G. Kennedy,	550	156 York.
	4	Sarah S. Benham,	500	245 George.
	3	Nellie A. Peck,	500	305 George.
	2	Margaret M. Ferris,	350	94 Humphrey.
	1	Fannie A. Baldwin,	600	10 Univer'ty pl.
			$4,300	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DIVISION STREET SCHOOL.	7	Jennie E. Barber,	$800	80 Broadway.
	7	Minnie E. Somers,	400	186 Goffe.
	6	Livia M. Jordan,	650	c. Bowhall & Thompson.
	5	Hattie E. Reynolds,	500	60 Dixwell av.
	4	Fannie I. Wheeler,	450	105 Dwight.
	3	S. Ellen Brown,	450	96 Broadway.
	2	Laura W. Merriman,	400	Westville.
	1	Marie J. Bradley,	600	32 Gill.
			$4,250	
ORPHAN ASYLUM SCHOOL,	2	Cordelia Sargeant,	$600	348 Elm.
	1	Ellen M. Hickox,	400	348 Elm.
348 Elm Street.			$1,000	
		SKINNER DISTRICT.		
SKINNER SCHOOL,		JOSEPH A. GRAVES, *Principal*,	$2,250	590 Chapel.
	12	Sarah A. Tucker,	750	43 Trumbull.
State Street, cor. Summer.	12	Annie E. Hayes,	450	279 Orange.
	11	Sarah A. Mallory,	700	40 Grove.
	10	Ella J. Bronson,	650	826 State.
	9	Ann E. Loper,	650	134 Bradley.
	8	Ellie J. Maguire,	650	134 Franklin.
	7	F. Elsine Terrill,	650	49 Collis.
	6	Ida V. Huke,	600	319 Orange.
	5	Julia E. Peck,	550	44 York sq. pl.
	4	Emma C. Beach,	500	163 St. John.
	3	Lucy P. Bush,	500	29 Clark.
	2	Mary E. Weld,	500	99 Wall.
	1	Carrie M. Galpin,	600	72 Howe.
			$10,000	
EDWARDS STREET SCHOOL.	4	Lizzie M. Healy,	$650	16 Factory.
	3	Lily W. Sheridan,	500	291 Orange.
	2	Emily B. Granniss,	350	726 State.
	1	S. Evelyn Manning,	500	162 Bradley.
			$2,000	
HUMPHREY ST. SCHOOL.	2	Emily J. Farnsworth,	$450	55 Trumbull.
	1	Margaret M. Tucker,	500	31 Bradley.
			$950	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
		WASHINGTON DISTRICT.		
WASHINGTON SCHOOL.		GEORGE R. BURTON, *Principal*,	$2,500	125 Ward.
	12	Emily E. Warner,	750	100 Portsea.
Howard Avenue, cor. Putnam St.	12	Nellie L. Bonney,	400	54 William.
	11	Maria L. Bradley,	600	20 Vernon.
	10	Jennie E. Ford,	650	32 Kensington.
	9	Jennie R. Catlin,	600	92 Olive.
	8	Mary E. Willoughby,	650	7 Christopher.
	7	Annie C. Norman,	550	69 Howe.
	6	Catherine C. Jones,	600	143 Columbus.
	5	Fannie A. Butler,	550	67 Prince.
	4	Georgie S. Barber,	450	55 York.
	3	Anna F. Gillette,	550	123 Columbus.
	2	Hattie R. Townsend,	450	200 Crown.
	1	Lilian M. Bedell,	500	321 Cedar.
			$9,800	
WEST STREET SCHOOL.	4	Lucy A. F. Pinney,	$650	193 George.
	3	Hannah M. Chamberlain,	500	45 Park.
	2	Corney F. Allan,	450	79 York.
	1	Eva J. Phelps,	600	10 Washington.
			$2,200	
CARLISLE STREET SCHOOL.	4	Martha B. May,	$650	143 Columbus.
	3	Alice G. Ford,	400	139 Chestnut.
	2	Kate Conlan,	500	313 Water.
	1	Marion L. Livingston,	600	307 Columbus.
			$2,150	
CEDAR STREET TRAINING SCH'L,		MARIA L. BREEN, *Principal*,	$1,250	451 Howard av.
	8	Martha E. Chapman,	600	200 Crown.
	8	Ida E. Eaton,	200	67 Minor.
Near Washington Street.	7	Marie A. Mallahan,	300	90 Asylum.
	7	Blanche E. Parker,	300	63 Greene.
	6	Florence I. Bradley,	300	20 Vernon.
	6	Lizzie A. Catlin,	250	92 Olive.
	5	Mary J. Fahy,	300	173 Franklin.
	5	Jennie M. Norman,	300	69 Howe.
	4	Frances E. Jackson,	300	12 Warren.
	4	Elizabeth Palmer,	300	94 Webster.
	3	Georgiana Norman,	200	69 Howe.
	3	Fannie E. Blakeslee,	200	38 Grove.
	2	Fannie H. Hubbell,	250	37 Artizan.
	2	Charlotte E. Judson,	200	360 State.
	1	Julia A. Hull,	350	315 Elm.
	1	Lizzie E. Woodend,	200	105 Wallace.
			$5,800	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
GREENWICH AV. SCHOOL.	4	Katie R. Smith,	$400	82 Wallace.
	3	Edith E. Johnson,	500	341 Howard av.
	2	Hattie M. Price,	350	307 Water.
	1	Anna M. Brennan,	450	2 Elliott.
			$1,700	
		WOOLSEY DISTRICT.		
WOOLSEY SCH.		MARK PITMAN, *Principal*,	$2,500	Wallingford.
	12	Julia A. Willard,	750	53 Woolsey.
Woolsey Street cor. Poplar.	12	Jennie Field,	400	195 James.
	11	Nellie B. Morse,	700	E. Haven.
	10	Lottie D. Butler,	650	112 Ferry.
	9	Fannie I. Bunce,	650	113 Poplar.
	8	S. Alice Darrow,	550	40 Perkins.
	7	Sarah J. Gibson,	650	44 Edwards.
	6	F. Isabel Swift,	600	177 Exchange.
	5	Sarah U. Wright,	550	250 Grand.
	4	Ella A. Beach,	500	163 St. John.
	3	Emily M. DeForest,	500	45 Atwater.
	2	Fannie L. Rice,	450	113 E. Pearl.
	1	Ella H. Clark,	600	43 Houston.
			$10,050	
BLATCHLEY AVE. SCHOOL.	1	Annie I. Hathaway,	$350	25 Lyon.
			$350	
GRAND STREET SCHOOL.	7	Mary Kilbride,	650	54 Bishop.
	6	Mary J. Warren,	650	16 Lyon.
	5	Hortense A. Darling,	500	184 Exchange.
Bet. Clinton Av. and Perkins St.	4	Anna E. Pigott,	500	132 Hamilton.
	3	Ellen Kilbride,	350	54 Bishop.
	2	Lizzie J. Smith,	400	82 Wallace.
	1	Mary A. Pinney,	600	155 Meadow.
			$3,650	
GRAND STREET UNGRADED.	1	Henry A. Loveland,	$800	East Haven.
		INSTRUCTORS.		
		Vocal Music.		
		B. Jepson,	$2,500	20 Grove.
		Drawing.		
		Louis Bail,	$2,500	43 Park.

JANITORS.

Eaton School,	Nehemiah Bristol,	$575	250 Franklin.
Webster School,	John M. Mattingly,	575	6 College.
Dwight School,	George W. Judd,	575	66 Martin.
Wooster School,	David Sturgis,	575	29 Greene.
Skinner School,	Henry S. Loper,	575	68 Bradley.
Washington School,	James O'Brien,	575	18 Salem.
Woolsey School,	John Weld,	575	138 Saltonstall Av.
Hamilton School,	Patrick Hall,	450	83 Grand.
High School,	William Tully,	575	416 Howard Ave.
Cedar Street School,	Henry W. Blakeslee,	500	77 Washington.
Whiting Street School,			
Dixwell School,	John W. Munson,	400	100 Webster.
Grand Street School,	Owen A. Monson,	400	42 Pierpont.
Fair Street School,	Isaac Martyn,	300	10 Brewery.
Division Street School,	James Henry,	300	Shelton Avenue.
Edwards Street School,	Michael Cannavan,	200	Willow.
West Street School,	John Kallaher,	200	5 Hedge.
Greenwich Ave. School,	Michael Reardon,	200	Clark Avenue.
Oak Street School,	James Keegan,	200	31 Auburn.
Davenport Ave. School,	E. S. Willis,	200	27 Asylum.
Humphrey Street School,	Michael Hughson,	200	177 Franklin.
Small Schools, Evening Schools, Office, estim.,		550	
		$8,700	

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in each Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent, in all matters pertaining to the special character of these schools.*

GERMAN-ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADED SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular, either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The **town** of New Haven is divided into **two school districts,** viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The **New Haven City School District includes** all that part of the town of New Haven which lies east of a line running from the Bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond to the Hamden line. **It is divided** for convenience **into seven sub-districts,** with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad, which separates it from the Skinner District, thence to Mill River, and all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Franklin street, includes both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

FAIR HAVEN includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The **Board of Education consists of nine members,** three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined in the statutes of the State:

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated **shall become school districts** of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts **shall annually choose,** on the **third Monday in September** in each year, instead of a district committee, a **Board of Education** consisting of three, six or nine persons, in the manner prescribed in this act for the election of school vis-

itors; and said Board of Education shall have all the **powers and** be subject to all the **duties** imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors **shall be filled** by an election of the necessary members thereto by ballot. **Should any vacancy occur** by death, resignation or otherwise, the remaining **members of the Board may fill** such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy **to hold office only for the unexpired term** of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The **annual meetings** of the legal voters of the District is held on the **third Monday of September,** at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The **regular meetings** of the Board are held on the **first** and **third Friday evenings** of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. **Five members** of the Board shall constitute a **quorum** for the transaction of business, and every member present when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public unless otherwise specially ordered.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

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VI.

SPECIAL MEETINGS.

Special meetings may be called **by a majority** of the **Board,** and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the **first meeting of the Board** after the Annual District Election, a **President** for the ensuing year **shall be chosen** by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore.*

VIII.

STANDING COMMITTEE.

At the first meeting of the Board **after the annual election,** unless postponed by a majority of those present, **a Committee on Schools, a Committee on Finance,** and **a Committee on School Buildings,** shall be elected by a majority of the Board.

1.—COMMITTEE ON SCHOOLS.—**The instruction and government of the schools,** the furniture, books, maps and apparatus for teaching, shall be under the **especial charge of the Committee on Schools.**

2.—COMMITTEE ON FINANCE.—The **financial wants** and obligations of the District shall be under the **especial charge of the Committee on Finance,** who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The **Committee meet** during the **last week of each month** to examine and pass upon all the bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3.—COMMITTEE ON SCHOOL BUILDINGS.—The School Buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also **make an estimate, for publication in the Annual Report,** of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The **executive officers** of the Board shall consist of a **Secretary** and a **Superintendent of Schools,** who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at a regular meeting in the month of June, unless the election is postponed to a future meeting. They shall **each hold office for two years,** and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the **Secretary to furnish** fuel, books, stationery, crayons, registers, blanks, and other **supplies** for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall **keep the accounts** of the District, and make out an annual report of his expenses.

He shall **receive the moneys** from the Treasurer for orders drawn on him, and **pay all bills** approved by the Committee on Finance, and none others.

He shall **loan books** to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an **accurate inventory** of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He **shall superintend** all **necessary repairs** under the direction of the Committee on School Buildings.

He shall be the **executive officer** of the Board, in securing the attendance at school of **truant** and **neglected children.**

He shall have a general **oversight of the janitors,** and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall within twenty-four hours after the **passage of any rule** affecting the management of the schools, **deliver** to the Superintendent a **copy of such rule,** and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

He **shall be at the office of the Board on all school days,** from 8¼ to 9½ o'clock, A.M., and from 4 to 5 o'clock P.M., and on Mondays and Fridays from 7 to 8 P.M., and **shall devote his whole time** to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the **duty of the Superintendent,** under the direction of the Board of Education and the Committee on Schools, to **devote his whole time to the schools,** point out defects and suggest improvements; and to **report to the Committee on Schools,** or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teacher. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

He **shall be at the office of the Board on all school days,** from 8¼ to 9 o'clock, A.M., and from 12½ to 1 o'clock, P.M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

1.—Reading the minutes of the previous meeting.

2.—Reports of Committees.

3.—Unfinished business.

4.—Report of Superintendent.

5.—Report of Secretary.

6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1.—The apparatus, books, maps, etc., used in the schools, shall be such only as may be prescribed by the Board.

2.—No text books shall be introduced into or withdrawn from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then unless the Committee on Schools have reported thereon.

3.—All school registers, record books, report blanks. etc., shall be after uniform patterns, to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The **rules and regulations** for the government of the Board shall **not be amended or repealed** but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—**Candidates** not in the service of the District **will apply in writing** to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The **annual election of teachers** shall be made by the Board **in the month of June.**

3.—Teachers **shall be immediately notified** by the Superintendent of their election. **Every teacher, within one week** after receiving such notice **shall signify** to the Superintendent, **in writing, an acceptance** of the offered situation. An **appointee failing** for one week to give notice to the Superintendent of the acceptance of the appointment, **will be considered as declining it.**

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regared as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—**The Principals** in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary **to insure a strict** observance and **enforcement** of the **rules** and regulations of the school.

3.—**All teachers** are required **to be at their respective school rooms** at the beginning of *their* school hours (viz.), at 20 minutes before 9 o'clock A.M., and 15 minutes before 2 o'clock P.M.; and in case of failure, **they shall report themselves** without delay, **in writing,** to the Principal, as tardy, stating the **cause and number of minutes** they are late, and the Principal **shall forward such reports** to the Superintendent, at the **end of each week. To secure uniformity and avoid doubt** in relation to time, the **Principal shall provide for** the ringing of a teacher's bell just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4.—Whenever a **teacher shall be absent from school,** and whenever for any cause, the exercises of a school shall be omitted, **immediate notice** of the same **shall be sent** to the Superintendent by the Principal. **No substitute** for an absent teacher shall be employed for **more than one day** without the express approbation of the Superintendent.

All allowance for the **absence of Principals** from school duty, **must be referred** to the Board.

Teachers shall not absent themselves from school for any other cause than sickness, **without permission** previously obtained from the Superintendent.

5.—**Every teacher** desiring to leave the service of the District shall **give three weeks' notice,** in writing, to the Superintendent; and **teachers** leaving their duties without permission of the Board, **shall forfeit** whatever portion of **their salaries** would otherwise be due. Teachers shall forfeit their pay for absence from any cause **excepting sickness,** in which case an **allowance of twenty-five per cent.** of the regular salary will be made for absences not exceeding twenty days in any one term. **Teachers** appointed at the beginning of the school year will **not** be regarded as being **in the service of the District** until they have entered upon their duties.

6.—The **special teachers in Music and Drawing** shall visit regularly and impartially the several rooms in which they are expected to instruct; and the **permanent teachers** in those departments **shall invariably be present** to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—**Teachers shall take special care** that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall **permit no damage** to the school property or buildings, and whenever it is done by accident or intention, they **shall give prompt notice to the Secretary,** who shall require the offender to make good the injury.

8.—The **teacher** in each room shall keep an **accurate register** of the names, ages and residences of pupils, and the names of their respective parents or guardians; and **shall keep such records** as the Committee on schools may require, and **shall report** the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—**Teachers shall prepare** for inspection, during the **second week** of each term, **time tables** indicating the daily exercises of the room.

10.—**Teachers** in all rooms above the third grade **shall send a weekly report** to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—**Teachers shall investigate** all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of **ten instances** of unexcused absence and tardi-

ness, or of either, in any one term, the delinquent pupil **may be transferred** by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. **No excuse** for absence or tardiness **shall be accepted,** unless it allege sickness, or some equally imperative necessity.

12.—Teachers **shall record absence occasioned by sickness** until such absence shall amount to **ten successive half days,** after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. **Pupils detained** from school **for the religious observance** of Holy-days, will be excused by bringing written notice from their parents to that effect.

13.—No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half days from the time of withdrawal, the whole number of half days from the time of withdrawal and return shall be counted as absence.

14.—Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. **Corporal punishment** shall be administered **only in extreme cases,** and **never at the same session** of school in which the offense was committed; nor by a subordinate teacher, **until the case has been reported to the Principal;** and the **teacher shall keep a record** of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

15.—Teachers **may detain pupils half an hour** at the close of the afternoon session, and **no longer and at no other time,** for discipline, or to make up neglected lessons.

16.—**Teachers shall attend all meetings** called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms **there shall be an examination** in all the studies of each room, conducted **by the Principal,** who **shall make a written report** to the Board of the progress and condition of the several rooms under his charge.

18.—The **Principals of schools may prescribe special rules** for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The **promotions** in the various schools **shall be made by the Principal,** under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—**If the parent** or guardian **shall not provide** the required **text-books,** the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21.—**Parents** and others desiring information or feeling **aggrieved, should consult the Superintendent at the office of the Board,** or the Principal out of school hours. They are also requested to

acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—**Principals shall request** the parents of pupils who may be specially exposed to **contagious diseases,** to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the **close of each term,** every teacher **shall report to the Superintendent** the names of such pupils as have been particularly distinguished for **punctual attendance,** good behavior or excellent scholarship.

XXI.

GRADATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded:

1.—For the **lowest grade** of teachers **a salary shall be paid** at such rate **as the Board,** at the annual election of teachers, **may determine.**

2.—For **each subsequent year $50 shall be added** to the salary of the previous year (provided the services of the teacher are approved by the Board), until the salary shall reach the **maximum of the grade** in which the teacher is employed.

3.—**Salaries not included above,** will be fixed as, in the judgment of the Board, circumstances may require.

4.—The graduates of the High School, for the current year, shall have preference in appointments, over all other applicants, to the Training Schools

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools **are free** to those children only whose parents or guardians **reside in the district.** When there are seats not required by children belonging in the District, **pupils, not residents, may be received** as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term or balance of the term, on which the pupil proposes to enter; at the rate of **forty dollars a year,** or one dollar a week in the High School; and **twenty dollars a year,** or fifty cents a week, in all schools below the High School.

2.—**No pupil** shall be admitted **without a ticket** obtained from the Secretary, except on the first two days of each term, nor to any subdistrict except to the one in which he resides, so long as a proper vacancy exists.

3.—No child shall be admitted to any **lowest primary room** after the expiration of the **first week of any term,** unless such child shall be able to enter one of the regular classes.

4.—No child **under five years** of age shall be admitted as a member of the public schools.

XXIII.

DUTIES OF PUPILS.

1.—**Pupils shall be regular and punctual** in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—**No Scholar** shall be allowed **to enter** or remain a member of any **public school out of his or her own district,** except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in **case of removal** from one district to another, **to continue** their children, till the end of the school year, in the school which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—**Pupils shall make up neglected lessons,** unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5.—**Any pupil guilty of profanity,** obscenity, truancy or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking, or otherwise injuring the school buildings or other school property, or guilty of any other serious misdemeanor, **shall be immediately reported to the Superintendent,** and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—**No scholar** shall be allowed **to remain** in any school-room **during the noon recess,** unless a teacher be present.

7.—**No pupil** shall be allowed **to be absent** from school during the regular sessions, **to take Music, Dancing or other lessons.**

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following **course of discipline.**

1.—For the **first offense,** in addition to the ordinary school discipline, the name of the offender shall be reported to the Superintendent, by whom it shall be recorded, and then given to **the Secretary,** whose duty it shall be **to see the parents** or guardians of the offender, make himself acquainted with the circumstances of the case, and **notify them** of the consequences of such conduct, if persisted in. **For a second offense** the pupil, if he be a **member of the High School,** shall be suspended from school attendance for two weeks; and **for a third offense** shall be transferred by the Superintendent to the truant school; and in the case of a **member of the grammar school,** upon the **second offense,** he shall be transferred by the Superintendent to the truant school.

2.—**Whenever a pupil is transferred to the truant school,** notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and **in case of non-attendance** of such pupil, shall immediately notify the Secretary

HILLHOUSE HIGH SCHOOL.

CLASSICAL DEPARTMENT.

	Time. Each term 20 weeks.	Latin.	Greek.	Mathematics.	History, Geog., &c.
Fourth Class.	1st Term. 2d Term.	Grammar and Reader.		Arithmetic and Book K. Algebra.	
Third Class.	1st Term. 2d Term.	Cæsar. Cæsar. Latin Prose Comp.	Grammar and White's Lessons.	Algebra. Algebra.	Anc. Geog. Greek and Roman Hist.
Junior Class.	1st Term. 2d Term.	Cicero. Cicero. Latin Prose Comp.	Anabasis. Anabasis.	Geometry. Physics.	Mod. Hist. Rhet. and Eng. Lang.
Senior Class.	1st Term. 2d Term.	Virgil. Virgil.	Homer. Homer and Reviews.		French or German.
Summer.		Reviews.			

HIGH SCHOOL COURSE.

ENGLISH DEPARTMENT.

FOURTH CLASS.

First Term (20 *weeks*).	*Second Term* (20 *weeks*).
Arithmetic and Book-keeping.	Algebra.
Physical Geography.	*Ancient History.*
Botany and Physiology.	*Science of Government.*
French, German or Latin.	*French, German or Latin.*

THIRD CLASS.

Algebra.	Algebra.
Rhetoric and English Language.	Mediæval History.
French, German or Latin.	*French, German or Latin.*

JUNIOR CLASS.

Geometry.	Geometry.
Physics.	Chemistry.
Modern History.	English Literature.
Latin.	*Latin.*

SENIOR CLASS.

Geology.	
Astronomy.	
English Literature.	Reviews.
Trigonometry.	

NOTE.—Studies in Roman type are required; in Italics are optional. All scholars in the regular course are required to take three studies.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils will have exercises in Elocution, in the form of reading, Declamation or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

TABULAR VIEW OF THE SCHEME OF STUDIES IN THE NEW HAVEN GRADED SCHOOLS.

Grades,	I.					II.					III.					IV.					V.					VI.					VII.					VIII.				
Terms and Half Terms.	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. F.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2
Periods of 8 Weeks.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Lovell's 1st Reader,	29	42	53	69	87	109	128																																	
" 2d "								53	92	135	176	216																												
" 3d "													42	76	112	150	190	232	276	318																				
" 4th "																					48	84	123	161	197	237	273	307	341	379										
" 5th "																															110	155	200	245	290	335	380	424	471	518
Town's Speller,														19	23	27	32	36	40	44	22	29	36	43	49	55	61	67	73	79	86	93	100	106	114					
Hend. Test Words,																																				24	43	63	87	R.
Arith. 1st Lessons,											21	41	61	72																										
" French Elem.,															26	44	64	82	101	120	142	158	177	188	208															
" " Com. Sch'l,																										72	102	129	160	190	204	224	240	259	272	286	310	355	R.	R.
" Eaton's Intel.,																			14	21	28	37	42	47	56	61	67	70	75	84	92	101	109	116	124	131	138	145	152	159
Geog. Harpers' Intro.																23	38	50	61	68	79	85	95	110	R.															
" " School,																										23	43	51	57	67	81	99	109	121	123	and Conn.				
Lang. Pr. Swinton's,																								22	45	67	83	102												
" Lessons, "																													29	59	84	115	143	162	192					
Eng. Gram. "																																				Lat. 8	65	126	165	203
Hist. United States,																																				59	109	153	193	R.
Penmanship,											Shorter Course.					1	(1 Lead Pencil.	2	2	2)	2	2	2	3	3	3	3½	3½	3½	4	4	4	4½	4½	4½	5	5	7	7	7
Drawing Charts,	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	7	8	9	9	10	10	11	11	12	13	14	14	15	16	16	17	17	18	18	19	19	20	20
Vocal Music,	16	22	30	33	34	56	64	72	81	88	104	114	124	145	163	20	36	51	66	82	104	124	143	160	176	17	37	57	72	99	17	37	57	72	99	17	37	57	72	99

NOTE.—Each grade comprises one year. Each year is divided into five parts, of eight weeks each. The figures indicate the number of pages in the text book to be completed during each period.

The text book of French's First Lessons and Eaton's Intellectual Arithmetic must be used only by the teacher, who will make the lesson a dictation exercise.

Omit Arithmetical and Geometrical Progressions, pages 311—320 inclusive, in French's C. S. Arithmetic. Use only the U. S. rule in Partial Payments.

Exercises in Music which may be omitted. Book First: Nos. 332, 353, 370, 393, 407, 409. Book Second: Nos. 22, 77, 133, 160, 180, 226, 227, 232, 253, 254, 258, 264, 265, 341, 375, 399, 415, 419, 431, 470. Book Third: Nos. 42, 70, 73, 75, 103, 122, 137, 150, 161, 162, 173, 174.

☞ **Every teacher is held responsible to prepare her pupils thoroughly for promotion to the next higher class or grade in all the studies required.**

REMARKS ON THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. The experience of each year will enable us to ascertain what modifications may be necessary to render the adaptation more complete.

I.—The "Tabular View" presents the whole course of study, divided into *forty equal parts*, to correspond with the same number of periods of time, each comprising *eight weeks*. This furnishes a convenient *scale* of forty degrees, upon which the pupils of our schools are classified.

II.—Teachers should ascertain, at the outset, what *subjects* are to be taught during each *period of time*, and should aim to make each pupil master every part of the course assigned to the period.

III.—The *youngest class* in the grade is to complete the work assigned for each *period;* and this class will determine the *grade* to which the *room belongs*. The progress of the older classes should not be hindered by those less advanced.

IV.—Teachers must take *special care* that all studies shall be advanced equally, as determined by the scheme; that no *favorite* study or exercise shall receive undue attention, to the neglect of other studies.

V.—If a teacher is not able to take her class thoroughly over the work assigned for each period, there is reason for investigation, on her part, to determine the cause of failure, and to seek how to avoid it in future. *Aim to keep the classes on the grade.*

VI.—Each Principal is at liberty to make a more detailed scheme of studies for each *period*, to be limited by the general scheme, as defined by the foregoing table. The principals are expected to see that every teacher, in their respective districts, shall give faithful and satisfactory instruction as required by this scheme, and report the results of examinations to the Superintendent, near the end of the Fall and Winter Terms.

VII.—N. B.—Teachers must be careful to *keep themselves familiar* with *those parts* of this "Course of Study" which pertain to *their own grades*, and to *follow faithfully the directions given.*

COURSE OF STUDY.

THE FOLLOWING COURSE OF STUDY IS MADE OBLIGATORY BY THE BOARD UPON ALL THE GRADED SCHOOLS.

GRADE I.—FIRST YEAR.

SUMMER TERM.

Reading.—Lessons from cards and blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Chart No. 1.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not* proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

FALL TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Chart No. 1.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc. Form sentences orally.

Morals, Manners, Maxims. Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."

WINTER TERM.

Reading.—Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters; teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Chart No. 2.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, *teacher placing the exercises on the blackboard.* Review definitions at close of term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Music.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right; in everything; at all times.

N. B.—Keep all studies thoroughly reviewed.

GRADE II.—SECOND YEAR.

SUMMER TERM.

Reading.—Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Chart No. 2.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher *improvising* in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

FALL TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 3.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35. Jepson's Music Reader, Book First. Teachers *improvise* same class of exercises at each lesson. Drill 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses: their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

WINTER TERM.

Reading.—Follow previous directions.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 3 and 4.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred.

Singing.—Finish Chapter 39, Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained? What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

N. B.—Keep all studies thoroughly reviewed.

GRADE III.—THIRD YEAR.

SUMMER TERM.

Reading.—Second Reader continued.

Spelling.—As before.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Chart No. 4.

Arithmetic.—French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Roman numerals to one thousand. Pupils are *not to have a book.* Teacher must dictate the questions.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book First. Spend six weeks on the subject of Chapter 40, *improvising* at each exercise, introducing each third of the scale with eighth notes separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employment. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a

cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

FALL TERM.

Reading.—Third reader begun. Observe directions previously given. Special care to be taken to *express* the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 4 and 5.

Arithmetic.—French's First Lessons. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 47, Jepson's Music Reader, Book First. Spend four weeks each, on Chapters 42, 45. *Improvise* at each exercise, introducing the fourths and fifths of the scale with eighth notes, separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons Preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

WINTER TERM.

Reading.—Third Reader. Directions as before.

Spelling.—As before. Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis (p. 13). Explain the *Key Mark* and its use (43, p. 7); also the marks indicating long and short sounds (1 and 2, p. 6). Spell orally and by writing. Teach the table of elementary sounds (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Chart No. 5.

Arithmetic.—French's First Lessons. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher. Teacher only to use the book.

Singing.—Finish Chapter 51, Jepson's Music Reader, Book First. Spend four weeks each on Chapters 48, 49, 50 and 51. *Improvise* single part exercises daily, preferring them to exercise with syllables applied. Daily drill, 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

N. B.—Keep all studies thoroughly reviewed.

GRADE IV.—FOURTH YEAR.

SUMMER TERM.

Reading.—Third Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—As before.

Drawing.—Chart No. 6.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Harper's Introductory. Draw Map on p. 22.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D, preferring them to exercises with syllables applied. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instructions lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

FALL TERM.

Reading.—Third Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Book No. 1, Spencerian shorter course, with lead pencil, to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts No. 6 and 7.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Harper's Introductory. Draw Map of Connecticut and Rhode Island—Vermont and New Hampshire.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders: swimmers. Two or more examples of each to be thoroughly studied. Also color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

WINTER TERM.

Reading.—Third Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, Shorter Course, with practice paper and analysis.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic; to be used only by the teacher.

Geography.—Harper's Introductory. Draw Map of Maine and New England.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification same as last term. The following to be studied; vulture, mocking-bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

N. B.—Keep all studies thoroughly reviewed.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.

Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the *notation* found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Chart No. 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of Middle Atlantic States.

Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Fourth Reader. Give careful attention to modulation.

Spelling.—Town's Speller.

Writing.—Book 2, with practice paper.

Drawing.—Chart No. 10.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of South Atlantic and South Central States.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each Chapter, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right *choice* of objects; right *way* of securing them; right *time* for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

WINTER TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Book No. 3, and practice paper.

Drawing.—Chart No. 11.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of North Central States—West Central States—Highland States.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly: whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Swinton's Language Primer.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.—SIXTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Book, No. 3, with practice paper and analysis.

Drawing.—Chart No. 12.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of Connecticut. New England.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, each scholar to write out all the transpositions of the scale, teacher improvising single part exercises on the subject of each lesson; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's MANUAL OF COMMERCE.)

Language.—Swinton's Language Primer. Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit, importance of good; consequences of bad. Who are slaves under control of habit.

FALL TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 4.

Drawing.—Charts Nos. 13 and 14.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of Middle Atlantic States. South Atlantic—South Central and North Central.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given. Teacher must not fail to improvise exercises, introducing each new accidental.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Primer or Lessons. Some object from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

WINTER TERM.

Reading.—Fourth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book Nos. 4 and 4½, with practice paper and analysis.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of West Central. North Division —do South Division. Highland and review previous maps.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and Foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons or Grammar. Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals to those with whom they associate in private and public life.

N. B.—Keep all studies thoroughly reviewed.

GRADE VII.—SEVENTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. The book may be read in course, or selections may be made, at the option of the Principal. Vocal Drill, and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Book, No. 4½, with practice paper. Analysis and blackboard illustrations.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's, with written and oral exercises.

Geography.—Harper's School. Draw Map of North America and United States—South America.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

FALL TERM.

Reading.—Fifth Reader, in course or from selections.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Books 4½ and 5.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's Grammar, as last term.

Geography.—Harper's School. Draw Map of England—West Central Europe—German Empire—Asia.

Singing—Jepson's Music Reader. Same as for second term, grade six.
Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.
Language.—Subjects as last term.
Morals and Manners.—Duties of the employer and the employed.

WINTER TERM.

Reading.—Fifth Reader as last term.
Spelling.—Town's Speller; directions as last term; book finished.
Writing.—Writing Book, No. 5.
Drawing.—Chart No. 17.
Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.
English Grammar.—Swinton's.
Geography.—Harper's School. Draw Map of Africa and review Maps.
History U. S.—Anderson's Pictorial School.
Singing.—Jepson's Music Reader. Same as for the third term, grade six.
Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.
Language.—As during first term.
Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.—EIGHTH YEAR.

SUMMER, FALL AND WINTER TERMS.

Reading.—Fifth Reader. See directions for Grade VII, first term.
Spelling.—Henderson's Test Words. 2d term, finish; 3d term, review.
Writing.—Book No. 7, with practice in rapid writing.
Drawing.—Charts 18, 19 and 20.
Arithmetic.—1st term, French's Common School Arithmetic. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.
English Grammar.—Swinton's.
History U. S.—Anderson's Pictorial School.
Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.
Oral Instruction, *Language*, *Morals and Manners*, } As during first term, Grade VII, or any topic previously given.

N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

PRELIMINARY.

Nov. 23, 1877. At the regular meeting of the New Haven Board of Education the Committee on Schools unanimously recommended the passage of this vote:

"*Resolved*, That religious exercises in all the public schools be discontinued."

On motion the resolution was laid on the table till the next regular meeting.

Dec. 7, 1877. At a regular meeting of the Board the above resolution was taken up and amended to go into effect at the opening of the January Term, 1878, and as amended passed by a vote of five to three, in a full board, the President not voting.

By vote, article four, section twenty-seven of the "Manual" was repealed.

Dec. 21, 1877. A petition remonstrating against the action of the Board and asking a reconsideration was received, and unanimously referred to the Committee on Schools to consider and report.

Jan. 18, 1878. The Committee on Schools reported progress on the petition referred to them, and stated that they would be ready to report at the next meeting of the Board. Several additional petitions to the same effect were received, with several memorials approving the action of the Board, and were referred to the same Committee. A special committee was asked for, but in consideration of the regular committee's report of progress, the Board did not accede to this request.

The following resolution was also presented and referred in the same manner:

"*Resolved*, That article four, section twenty-seven of the Manual be restored, and that the question of religious exercises at the opening of the schools be submitted to the District at its next annual meeting."

Feb. 1, 1878. At the regular meeting of the Board, the Committee on schools presented the report which is printed below. Mr. Bushnell presented the accompanying paper as expressing the views and wishes of the minority of the Board.

It was moved to accept the report of the Committee on Schools.

Motion was made to amend by substituting the paper presented by the minority.

Upon the question of the amendment, it was rejected by a vote of two ayes and five noes, the President not voting.

Upon the question of accepting the report of the Committee on Schools, it was accepted by a vote of five ayes and two noes, the President not voting.

The Board of Education of the New Haven City School District is Constituted as follows, with date of election:

HARMANUS M. WELCH, *President*, - - -	1877
GEORGE H. WATROUS, - - - - -	1875
SAMUEL HEMINGWAY, - - - - -	1875
MORRIS F. TYLER, - - - - -	1875
JOHN E. EARLE, - - - - -	1876
NATHAN T. BUSHNELL, - - - - -	1876
PATRICK MAHER, - - . - -	1876
FRANCIS A. WALKER, - - - - -	1877
MAIER ZUNDER, - - - - -	1877

The text of article four, section twenty-seven of the Manual is as follows: "The morning session of the schools shall be opened with appropriate devotional exercises."

REPORT

OF THE

COMMITTEE ON SCHOOLS.

To the Board of Education of the New Haven City School District:—

Your Committee to whom were referred the several petitions and memorials relating to the discontinuance of religious exercises in the public schools of this District, and the resolution re-enacting the old rule, and submitting the question at issue to a popular vote at the annual school meeting to be held next September, have considered the action of the Board in this matter, in the light of these representations of popular opinion, and respectfully report that they fail to find any reason which would lead them to recommend the Board to re-consider the vote in question.

In a matter, however, of such general interest, and which has attracted so much attention, the Committee have thought it just to themselves, to the Board, and to the general public, to present the grounds of their decision somewhat in detail.

There have been twenty-seven memorials handed to the Committee from the Board, remonstrating and asking the restitution of religious exercises in the public schools. Of these, twenty-five are essentially identical. These papers represent a total signature of 3,972 names. Instances of duplication, which are many, though doubtless made in good faith, are included in this enumeration. No effort has been made to discover and correct sporadic cases of this character. Such a task would involve long and tedious research, for which your Committee have

neither the time nor the disposition. But there is one petition of four hundred and thirty names, which was handed to the Board at a former meeting that is so nearly repeated in the following several petitions, that we think fully four hundred names ought to be taken from the above total, calling the whole number of individuals represented 3,572. Of these, 1,052 are plainly the names of females, being preceded by Mrs. or Miss, or having the first name written in full. In addition to these there are very many other names with initials only, written evidently in a female hand. A hasty comparison of some specimen petitions with the Board's record of the recent school census, shows that a not inconsiderable number of the remainder are names of male minors of school age. We think, then, that a fair conclusion is that these petitions represent not more than two thousand adult names. Allowing all these to be the names of electors, which is not the fact, we find from eighteen to twenty per cent. of the voters of the District represented. Even were the method in which the opinion of these voters has been brought to your notice, such as to warrant it, their numbers alone forbid the consideration of these petitions as the expression of a District vote. As regards the representation of children of school age we can judge only from general evidence. The proportion of school children to voters is roughly about one to one. Were these 2,000 names then evenly distributed over the various classes of the community, they would represent not over one-fifth of the children under your jurisdiction. As a fact, however, these names are not so distributed, but are by a great preponderance those of the less rapidly multiplying portions of the people—the people of small, rather than large families.

We consider it also worthy of note that two names, at least, express only a qualified consent to these petitions. These happen to be names of especial influence. Dr. Woolsey, Ex-President of Yale College, attaches to his signature the condition "if the use in the schools of the Bible can be without contention of denominations." This is in the spirit of other recent utterances of this authority, which we shall have occasion to quote below. Prof.

Hubert A. Newton adds a similar qualification to his signature.

From the petitions before us, with two exceptions, we have learned only that there is, on the part of some, objection to the course of the Board. Their reasons are not indicated in anything which has come to our official notice. They present nothing but a bare objection without further support. For the grounds of their criticism, therefore, we have been obliged to resort to the communications which have appeared in the public prints, to such public utterances as have been made from the pulpit or the platform, and to the reasons which may have been from time to time expressed to us as individuals by individuals in the course of private conversation. If, then, we have failed to appreciate the real weight of the objections to the entire secularization of our schools, it is due to a want of opportunity to learn what they are, rather than to an unwillingness to listen to such as have been made.

As the objections have been presented to us, they group themselves under two general heads—those that tend to deny the legal power of the Board of Education to remove religious exercises from the schools, and those that go to show that such action, if legal, was undesirable, and an injury to the efficacy of our school system. We will, therefore, give as distinctly as we can our reasons for believing that the course of the Board is well within the scope of its authority, and that such course was prudent, just, and for the best interests not only of free public schools generally, but of the New Haven schools in particular.

By Sec. 1, Chap. 4, Title XI. of the General Statutes of Connecticut, Revision of 1875, in setting out the duties of School Visitors, it is provided that "they shall prescribe rules for the management, studies, classification and discipline of the public schools, and, subject to the control of the State Board of Education, the text-books to be used." Also they "shall as a board, or by a committee by them appointed, examine all persons desiring to teach in the public schools; and give to those with whose moral character and ability to teach they are satis-

fied, if found qualified to teach reading, writing, arithmetic and grammar thoroughly, and the rudiments of geography and history, and of drawing if required by the Board, a certificate." This school district is organized under the provisions of the fourth section of the preceding chapter of the same title, and the powers of this Board are defined in the sixth section of that chapter in these words: "The board of education appointed by any school district organized under the fourth section, shall possess all the powers, and be subject to all the duties within said district, which are possessed by the School Visitors in the several towns," and then the section goes on to specify certain duties and powers peculiar to such boards of education concerning reports, and the appointment of officers. Your Committee do not find in these enactments, which are all that bear directly upon the question, any restriction upon this board from exercising its independent discretion in the matter of prescribing, or not prescribing religious exercises as a part of the "management, studies, classification and discipline" of the schools. Nor is the ability or fitness of the candidate for the place of teacher to conduct such exercises, directly, or by the slightest implication, given as a necessary prerequisite for the proposed certificate of the board. The absence of such fitness would be no ground, under this statute, for refusing such certificate, as the "moral" not religious character is all that is mentioned. Now, unless there is elsewhere expressly or by necessary implication, a statutory restraint upon the action of the board, its power in this matter would clearly seem limited only by its discretion. There is no such express restraint, and as little are we able to find any implied restraint of this nature. The section which prescribes that free public schools shall be established and maintained in all districts containing a certain number of children of school age,* does not in any way prescribe what shall be taught or how the schools shall be managed. The section requiring parents to bring up their children to some lawful occupation and calling, and to have them instructed,† men-

* Gen. Stat., T. XI, ch. 2, § 1. † Gen. Stat., T. XI, ch. 1, § 1.

tions as subjects of instruction, "reading, writing, English grammar, geography and arithmetic," and nothing more. The compulsory operation of these acts is certainly confined to their terms. In the State Constitution nothing is said which by any fair or reasonable construction can be held to touch the question either way. The only passage which to our knowledge has ever been construed by any one to refer to this subject is the preamble, in which the object of the instrument is said to be to "define, secure, and perpetuate the liberties, rights, and privileges which they (the people of Connecticut) have derived from their ancestors."* Now, if this claim of right to have religious exercises in the common schools is a "right" in the sense of the above extract, it is clearly omitted from among those which our ancestors thought best to "define" in the first article of this instrument, the "Declaration of Rights." Nor is it afterwards mentioned or referred to in this body of fundamental law, or in the amendments thereto. Now, on the very simple principle of interpretation which our courts have adopted, that this constitution is a limitation, not a grant of power,† that what the people, acting through the legislature, are not forbidden under this constitution to do, may lawfully be done, and in view of the fact that the people, so acting, have left the "management, studies, classification and discipline" of the schools of New Haven to this Board of Education, we see no reason to question the full legal power of this Board to pass and to enforce the rule it has adopted.

Further, we believe that there are sound and cogent reasons why such a rule is consistent, just, and desirable.

The School District of the City of New Haven is the creature of the State law, and this Board must in its action be guided by the fact that it owes its authority to the same State law of which the district that appointed it is the creature. In its government of the schools it must, on any matter in question, so far as possible, make its policy consistent with the policy of its origin—the State. In the subject now under discussion the board comes in contact with the fact of religion as an institution

* Gen. Stat., p. 45.

† 13 Conn. Reports, p. 119.

existing among the people of the State. In its conduct in relation to that fact ought it not to be governed by the policy of the State toward the institution of religion, as in dealing with the fact of the various nationalities of our people it is governed by the policy of the State in that regard?

Now what is the policy of the State of Connecticut toward religion?

The Constitution (§ 3, Art. I.) says, "The exercise and enjoyment of religious profession and worship, without discrimination, shall forever be free to all persons in this State, provided that the right hereby declared and established shall not be so construed as to excuse acts of licentiousness, or to justify practices inconsistent with the peace and safety of the State." The next section (§ 4, Art. I.) the fourth, extends this policy to the legislative action of the State, as follows: "No preference shall be given by law to any Christian sect or mode of worship." Further on (§ 1, Art. VII) it declares that "no person shall by law be compelled to join or support, nor be classed with nor associated to any congregation, church, or religious association," and the reason given is, that while all men ought to worship the Supreme Being yet it is "their right to render that worship in the mode most consistent with the dictates of their consciences." In our statutes there is an entire absence of any religious tests for office, and entire freedom as to the ceremony or religious sanction of an oath. An "affirmation," "under the pains and penalties of perjury," is everywhere as acceptable as the oath which appeals to the help of God.* Care is taken that no man while under durance from the State shall be deprived of religious privileges or instruction if he desire them, but no compulsion is put upon him to submit to such offices.†

The attitude of the State, then, as shown by these facts, is that of protection, full and impartial, alike to all, but nothing more. It recognizes the fact that each citizen has his own conscience, but does not attempt to influence it. This, then, so far as any action at all is called

* Gen. Stat., T. XXI, ch. 1, §§ 1 and 2. † Gen. Stat., T. VIII, ch. 5, § 1.

for, ought in consistency to be the attitude of that section of the State authority which manages the department of public instruction, that is, the Board of Education. The population from which are drawn the children who fill our schools is, in the matter of religion, of the most heterogeneous character. So large a majority is nominally Christian that this population can be called a Christian population, but in no stricter sense than it can be called a white population. There are many who are not Christian even in name, and to whose consciences the Christian worship is an offence. The Christian portion of the people is itself divided into numerous sections, to each of which the worship or tenets of the others are, in a greater or less degree, a similar offence. This state of things has not always existed here, but is the result of our growth from a small and essentially homogeneous population. The time was when New Haven presented virtually but one form of religious practice. At that time also that form was recognized as proper, and authorized in the eye of the law, and its adherents enjoyed distinct privileges and immunities. "Full communion with the Church" was a necessary qualification for a voter in the society's meeting which elected school visitors.* The modern school district is historically the child of the old ecclesiastical society. The same meeting, the society's meeting, then laid taxes to support the ministry and to pay the school master, to build meeting houses, and to erect school houses.† It was also under such laws that was instituted, by statutory provision,‡ that religious side of our school management which under gradual limitation and restriction, and although the statute has disappeared, has survived down to our day in the formal observances so recently discontinued. And this statutory care was not confined to the school, but was even earlier extended to the family. It was the duty of grand jurors to see to it that every child was taught some "orthodox catechism,"‖ and of other public officers to see that every family had a

* Stat. of 1715, p. 206. † Stat. of 1808, T. CLI, ch. 1, § 7. Passed 1728

‡ Stat. of 1784, p. 235. ‖ Stat. of 1808, T. CXLI, ch. 1, § 9. Passed 1798.

proper "store" of Bibles and catechisms.* Meanwhile, with our growth the Constitution of the State and its attitude towards religion have entirely changed, and were schools now to be organized for the first time the reasons which then sanctioned religious services of any nature as a part of their exercises would not be found to exist. As these exercises were introduced into the schools when one form of religion was officially recognized, very naturally and very properly the religious services were in all respects in agreement with it. Such they have essentially continued, while the religious character of the population has been steadily diverging from that form, until now we find fully fifty per cent. of the children in the New Haven schools are of a parentage who not only have no sympathy with the religion practiced there, but to whom it is objectionable on grounds of conscience.†

A version of the Scriptures is used which a large section of the Christian community believes to be incomplete, inaccurate and misleading, and which they cannot use in their families or churches. Says the late Bishop of Boston, "Catholics cannot under any cir-

* Stat. of 1702, p. 17.

† The week ending January 18, 1878, showed the following enrollment, by percentage, of children in schools other than the High School:

Native, including colored,	2,906
Irish,	3,225
German, including Jews,	1,507
English,	138
Scotch,	74
French,	32
Portugese,	6
Italian,	5
Swedish,	4
Welsh,	2
Polish,	1
Total,	7,900

This gives 63.34 per cent. of foreign parentage.

The returns from but eleven of twenty-five schools, show 282 Jewish children. Allowing all native, English, Scotch, Swedish, Welsh, and non-Jewish German children to be of Protestant Christian parentage (which is evidently too large an allowance), and the remainder to be non-Protestant or non-Christian, the latter class forms 44.94 per cent. of the whole. We think the statement of the text fully justified by these figures.

cumstances acknowledge, receive and use as a complete collection and faithful version of the inspired books, which compose the written Word of God, the English Protestant translation of the Bible."* The book is prominent upon that "Index Expurgatorius" of books which Roman Catholics are forbidden, under the pain of ecclesiastical penalties, to read, or even to own. These same scriptures contain an entire, and, as used, essential section which another not inconsiderable body of the people believes to be not only false, but hostile to, and destructive of what they deem the true meaning and purpose of that part which they do accept. This being so, the book so used, and the services so followed must of necessity take a sectarian aspect.

Now the attitude of these dissenting parts of the community toward our schools is not that of volunteers. They have to pay their share of school taxes without being asked whether or not they are adherents to the religious forms there observed.† It is not even in their power to say whether their children shall attend them or not. The state has decreed that their children must attend some school,‡ and this, in the circumstances of the mass of our people, and in connection with the fact of the existence and excellence of our public schools, is virtually decreeing that they must attend these public schools, and, consequently, that they must, whether they wish it or not, be subject to certain religious influences from which their parents dissent.

It is not enough to say, to escape this conclusion, that the reading of the Bible and the service of prayer are not presented as sectarian; that there are parts of the book to which none can object; and that the Lord's prayer, the petition generally in use, is one in which all can join. If the Bible be not read as a book peculiar and apart in its character, as the Word of God, in fact, and this particular version which has been used as the best version at our command; and if the object of so reading it, in preference to any other scripture, is not to present to the child

* Cath. World, April, 1873. † Gen. Stat., T. XI, ch. 12, § 13.
‡ Gen. Stat., T. XI, ch. 1, § 1.

religious truth under a Christian and Protestant aspect; and if the object of the prayer be not to teach the child certain religious conceptions of the nature of God, and of our relations to Him, (whether these objects be attained or not) then there is no reason at all for the services. If they have any end it must be religious influence of some kind on the child. In that case, to our minds they are inconsistent with the attitude of the State in the same relations. In the other, they are irrelevant and useless to the objects of the schools. This State is not organized to exert a religious influence of any kind. In all departments of its authority its objects are strictly and professedly secular. Valuable and indispensable as the teaching of religious truth is, it is to other organizations, the family, and the exclusively religious institution which we call the church, that our polity intrusts it. The views of earnest religious teachers on this subject have been strongly expressed by the Rev. Dr. Geo. L. Walker, in these words, uttered in a New Haven pulpit nearly eight years ago: "God has never committed the religious instruction of men to the secular power. Christ never intrusted his truth to the inculcation of the State. From the first origin of humanity God made the family the fountain head of religious instruction. * * *

"To the institution of the family Christ added another. The church supplements and extends the training of the household, and the religion of Christianity recognizes no other divinely commissioned agency for the preservation and enlargement of the Gospel than these two,—the family and the Church.

"Christian men should never forget that the promises of the Bible are not to the State but to the Church. * *

"It is to his Church and to Christian households that Christ commits the responsibility of his cause. The place of religious instruction is the family and the institution provided by the Christian fellowship. * * *

"The church and the household are the guardians of piety. The State is the director of the secular education of its citizens."

Moreover the board has to deal with almost as great a variety of religious character and belief in its corps of

teachers, as in the parentage of the pupils, and that with absolutely no power to require of them any assent to a certain rule of faith or practice. The district of New Haven to a very great extent trains its own teachers, but their ability, or fitness, or willingness to conduct the formal religious exercises that have been observed, has never been even alluded to in this course of training. The evident impropriety of attempting it has been the reason. Were it not for life-long habit would not the impropriety of compelling these teachers, fit and unfit, willing and unwilling, to go through such forms of worship as to others seemed good, be equally evident?

Such then being the policy of this State, such being the religious characteristics of our population, and such their necessary attitude toward the schools which this board is appointed to conduct, we cannot avoid the conviction that the action which the board has taken is on principle correct and consistent. The questions which it raises and settles, so far as this district is concerned, are not confined in interest or in importance to this community or to this country. The relation of the State as an instructing authority to religion and to ecclesiastical institutions is still one of the unsolved problems of England. In some of the countries of Europe—notably in Belgium, it has formed the great issue for many years; and in all places the liberal and progressive party, that with which the citizens of a free state like our own naturally sympathize, has maintained the necessity of the entire secularization of public instruction. In England this party is daily gaining ground, while in Belgium it has definitively and completely triumphed in the enactment of a law forever separating the offices of the State and Church so far as regards the free schools. But this has been accomplished only after a long and bitter contest, in which the too familiar antagonism of differing religious beliefs has been roused to the highest pitch. In this country it has been done in various places, sometimes quietly, sometimes, as in Cincinnati, in the storm of debate, and only as a hardly granted concession. Believing as your Committee do, that such action is proper, they were glad to seize an opportunity of presenting it to the board when there was

no discussion about it, when the public mind was unheated by the passion of argument and religious disagreement, and when the step could be taken, (as it was) as the result of long matured conviction as to the true management and character of public schools. It was a question which has attracted the attention of and has been generally discussed by publicists, with the general conclusion that the logical and consistent position is that in which the board now stand. Dr. Woolsey, in a paper read before the Conference of Congregational Churches of Connecticut, at New Haven, Nov. 16, 1876, considered the question from the religious standpoint, with characteristic fairness While desiring the religious training of the children, he says, as a final conclusion, that "to cling tenaciously to the reading of the Bible against a considerable minority in the school district or in the State, could be insisted on, I should think, only on the ground that this exercise is of vast importance for the moral and spiritual welfare of the children, which I am not prepared to admit. Thus as a practical question, I would have it decided according to the sentiment of the people." And a still later utterance of the same high authority is to the effect, that "where the number of complainants is great I would without hesitation advise the giving up of the Scriptures as a reading book, for the sake of peace, and the more readily because it will always be read in a perfunctory and unintelligent way."* It was a question also, which, sooner or later, under the increase of the dissenting elements of our population, the New Haven board of education would have to meet as a demand of right, and when it could be met, if at all, only by forced concessions and great and possibly radical disturbance of our common school system. So great is our sense of the importance and value of this system, that we believe that every means should be taken to keep it out of the arena of political or sectarian controversy; that it should be guarded from every chance of assault, and placed in such a position that logically it cannot be assailed. Such a position is attained by its entire secularization, and in no other way. The preponderance

* Political Science, Vol. 2, p. 412.

of influence which Protestant Christianity has hitherto had in its management and discipline has been the cause of the presence of such religious exercises as have recently been discontinued. So long as the principle upon which they have been maintained was recognized, there was no valid reason why a change in the preponderance of influence in the community should not change the exercises to a Roman Catholic, or Jewish, or Rationalistic form, as the case might be. In such event the children of Protestant Christians would be subject to the same compulsory attendance upon Roman Catholic or other services as Protestants have heretofore required of Catholic or Jewish children. We think it evident that no principle of administration which could possibly lead to such a result would be endured by that part of the people on whom it would work injustice

Then to our minds there is another danger which, so long as any distinctly religious element remains a recognized part of our school management, threatens, and very vitally threatens our common school system; and that is a demand for a division of the public money between the different religious bodies, in order that as the State is to give religious teaching of some sort it may give that which is satisfactory to the parent of each child. We believe such a system to be at once foreign to the spirit in which our schools were originally established, and are maintained, and destructive of their regular, effective, and undisturbed working. It would be the source of unending contention first, as to the principle or criterion of division, and next as to the actual facts to which that principle was to be applied. It would perpetuate instead of banishing the discordant element of religious difference in one branch of our State administration. On the other hand the entire absence of any attempt on the part of the State to influence the religious belief or practice of the children under its charge leaves no room for the complaint of injustice, while it deprives no parent of the privilege and opportunity of teaching whatever religion he pleases. No man is taxed to assist, even so remotely as has been done in the past conduct of our schools, in the extension or exercise of any form of religious truth.

The State says to all in her schools, that she will teach them reading, writing, grammar, geography, arithmetic, and may be higher branches of purely secular knowledge, but on this subject over which her population is hopelessly divided in opinion, and in which each man's opinion is so dear, and is by him esteemed so necessary to his peace here and his happiness hereafter, she has no influence to exert for one side or the other, but holds the balance sternly between them, careful only that they shall not oppress or injure one another. It seems to us that for the school government to assume this attitude, freely, and as the result of careful thought, and having in view only the greater usefulness and more perfect safety from the future attack of the schools under their charge, without waiting to be forced, as ultimately they must, by the clamor and resentment of those to whom their former principle was unjust, is the simple dictate of prudence and wisdom, if it be not a duty.

Such a course is not a denial either of the truth or of the value of religion. It is simply silence in a matter where, from the purposes of its organization and the character of its aims, the State can have no opinion. Those things about which the State can have an opinion, it acts upon. It has a very decided opinion that the individual intelligence which is developed by a knowledge of certain things, reading, arithmetic, and the like, is a benefit and safeguard to itself, and these things it says every one ought to have; consequently it provides the means by which they can be attained. It does not deny, it cannot deny, that there are other things which are equally necessary, but it recognizes the impossibility of its supplying them. It is too often forgotten that the State does not undertake the entire education and training of the child. It is only its instruction in certain definite branches of knowledge that it assumes. It does not pretend that this all of education. It does not thereby deny the need of training of the character and heart, any more than it denies the necessity of physical training and development, but because of the innumerable difficulties in the way of its own successful action, it leaves both of these in the hands of the parent.

Nor is there any nccessary connection between such religious services as we have hitherto allowed, and the successful teaching of those things which our schools are trying to teach. It is a favorite saying of some that "you cannot educate the head without educating the heart," but in the sense in which the maxim would be applied to our schools it is utterly false. The presence of the Sheffield Scientific School in our midst is a standing refutation of such an argument. Not one word or breath of official religious influence is uttered there from end to end of the scholastic year. The success of the intellectual training of that institution, however, has made it famous over the whole country, while the moral character of its students does not suffer by comparison with that of any body of students at a professedly religious foundation. Our common schools are now in precisely the same attitude, and there is no reason to believe that this attitude will interfere with success in the one case more than in the other.

Nor do we see how the absence of such services can in any way affect the moral results of the school training. It must be remembered that the use of the Bible by the scholars in any form as a text book has had no place in our schools for the past seventeen years. We are at liberty to regard that part of the question as set at rest for us by those who years ago preceded us in our present trusts. The recent action of the Board removed not a text book of morals, but discontinued a purely religious and devotional use. Our reading books contain passages of the English Bible as a monument of the English language, but our reading books are not text books for any other than purely literary purposes. They are not text books of morals or religion any more than they are text books of history, though from the necessities of the case they contain extracts of both kinds of literature. We have had no text books of morals other than the rules of the school as prescribed by the board, and these could not but be moral in their ends and effect. The very necessities of school discipline involve the inculcation of certain moral practices, certain virtues. We cannot have schools without truth, and self-denial and indus-

try, and obedience and honesty, any more than we can have a State without them. They must be practically taught in the very act of keeping school at all. We have been for years teaching them without in any way connecting them with or basing them upon the religious services of the schools, in fact without reference to their religious side at all, only with reference to the success and efficiency of the schools. It will be difficult to prove that the discontinuance of what had become a formal observance will in any way affect the operation of such practical necessities of school keeping. The absence of these religious exercises has not been as yet long enough continued to prove anything one way or the other. We can only say that, so far, that absence, or omission, is the only result to be detected in them. We believe that it will so continue. There is nothing more essentially immoral in teaching than in any other occupation, that it should be specially fortified by a religious introduction. The thought in the minds of many seems to be that, when we come to talk of schools, and teaching and children, what is not professedly religious must be understood as anti-religious. But in fact the two things, religion and the teaching of arithmetic, for instance, are no more closely connected than religion and the practice of banking. We doubt, however, whether it would add to the financial credit of one of our banks if its daily accounts were opened with religious services. We question, also, whether any one honestly fears for the success of the schools because our district meetings are no longer opened with prayer, as they used to be. The secular is the counterpart of the religious, but it is not its opponent, it is not its contradiction in the sense of involving all that the religious excludes. And just here we think is the error of those who fear for the morals of our schools, when in fact nothing that in any tangible or practical way affected the morals of the schools has been touched. Whether the session of the school opens with a prayer and the reading of a few unexplained and unapplied verses of the Bible or not, that session must, to prevent its being an entire failure, involve the practical teaching of the necessity of industry and perseverance, of truth-

telling, honesty and fairness, and of other truly civic virtues which the laws of the State are themselves intended to encourage and protect. They are taught, they must be taught, as rules of the school, just as they are and must be involved in the obedience to the laws of the Commonwealth. And neither in court or in school does our secular State now undertake to go farther.

As we have before said, the Bible long ago ceased to be a text book of instruction in our schools. Its continued use was only as a means of devotion. The discontinuance of this use, therefore, is no expression as to the educational merits of our English Bible. It is no expression as to its devotional or religious merits so long as no substitute for it is required. It is simply the declaration that as no religious forms can be observed in our State schools without a virtual State sanction of the form in use and of the purely religious truths therein embodied, and as such sanction is beyond the proper scope of the State, at least where, as here, there is any considerable body of dissentients, therefore it ought not to be attempted. The introduction of the English Bible as literature, to be studied as Homer and Virgil, Milton, Shakespeare, and other great literary works are studied, is an entirely separate question, in no way connected with that now under discussion. And the value of a knowledge of the contents of the Bible, or of a familiarity with its English style, is also a matter so distinct in its nature as not to call for discussion here.

There is one petition before us which is more explicit in its terms than any of the others, and which asks a more particular examination; we mean the memorial of the managers and friends of the New Haven Orphan Asylum. We think that these petitioners must have overlooked the relations of the board to the school in the Asylum, or they could not have spoken as they do on the ground of our having deprived the orphans of an opportunity for religious instruction. The board of education has nothing whatever to do with the Asylum as a charitable corporation. Its sole relation is with the inmates as children of school age resident in the district. At the request of that corporation, however, the board has, for

the convenience of these children, located one of its schools in the building of the Asylum. In so doing it has only reversed the usual order of its action and brought the school teacher and school apparatus to the children and the family, instead of making the family come to the school teacher. The only reasons for this are the great size of the family and its own convenience. In all other respects the school is just like any other of its grade in the district. It is open to any other child in that subdistrict who wants to go there. It is governed by all the rules of the board. Vacancy there is filled in the same manner as a vacancy in any other school. And the board has no more to do with the children of the asylum outside of the five school hours of five days in the week than it has with the children of any other family. Certainly, then, if the relation between the board and these children is in its essence precisely that between the board and any other children of the district, there is no reason for any exceptions being made in the application of any of the rules of the board in favor of this school. The board does not deprive the orphans of either the Bible or religious instruction. If the new rule of the board has actually that effect it is the fault of the artificial parents, of these children, the managers of the institution, who have taken upon themselves their training and nurture, and who have unfettered disposition of more than nineteen out of every twenty-four hours of their lives. We do not believe that the Managers intend by their memorial to convey to the board the impression that the few minutes of formal religious service with which their daily school has hitherto been opened formed all or any considerable part of the religious instruction given by a religious institution to children whose whole time is at their disposal. If they do not mean this, then there is not such force in the objection as to justify the board in making the Asylum school an exception.

Such, then, are the views of your Committee, looking at the character and purposes of the schools, and at the nature of the objections made to your recent vote. We cannot better express the impression which an examination of these objections has made upon our minds than in

the words of a Protestant minister of religion who has most closely analyzed the whole general question; "The objections to the doctrine (of secular education) urged by those who dissent from it, when traced to their final application, are simply objections to *the system of government* which the American people have chosen to adopt, and under which they are now living. The objectors, in effect, find fault with the theory of a State that has no religious creed to teach, support, or enforce. Their argument, if good at all, is good to rehabilitate the machinery and prerogatives of a State religion. They really object to the American doctrine of a State. We do not, but heartily accept it as true, being willing, without qualification or reservation, to extend it to all its legitimate applications."*

JOHN E. EARLE,
MORRIS F. TYLER, } *Com. on Schools.*
MAIER ZUNDER,

New Haven, Conn., Feb. 1, 1878.

* Samuel T. Spear, D.D., Religion and the State, p. 54.

VIEWS OF THE MINORITY

OF THE

BOARD OF EDUCATION.

A recent order from the Board of Education has been the occasion of much excitement and of some misunderstanding; and some thousands of citizens have responded with petitions for the rescinding of that order. As a minority voting against the measure when it was passed in the Board, and as agreeing with the petitioners for its repeal, we expected that, in conformity with parliamentary usage, and as a matter of ordinary comity, the petitions would be referred to a committee in which both sides of the question would be fairly represented; but our expectation was disappointed. We make no complaint of that fact. We only mention it as our reason for this unaccustomed method of communicating our views to our colleagues in office and to our constituency.

It is important that there should be no misunderstanding of what the change is which the Board of Education has made in the Public Schools, and what it is which the petitioners desire when they ask that the order in question be rescinded.

Let it be understood then, that till the late Christmas holidays, the daily session of every school was opened with a very brief and simple "devotional exercise." A few sentences, selected by the teacher, were read from the Bible. A form of prayer (less than a hundred syllables) was recited by the teacher, the children reverently joining their voices or keeping silence at their pleasure; a form so catholic that not only do all Christians of every church and sect admire it and make it the model of their worship, but Israelites also, of every party, profess that

no thought which it expresses, and no phrase of it, is not virtually in their Scriptures; a prayer so catholic in spirit and in language, that a Mohammedan, or a Buddhist, or a worshiper of the countless gods of India, could join in it. After the repetition of that familiar formula, two or three stanzas of a hymn were sung by the children with willing voices, and with no little enjoyment on their part. Perhaps five minutes were occupied with the "devotional exercise," and as many more with other preliminaries, and then began the routine of studies and recitations for the day. Just this is what the order in question forbids, not any abuse or perversion of it, but the thing itself—not any part of it, but the whole of it. "Religious exercises" are prohibited; and that which we have described was, in every public school, the only "religious exercise." We are expected to believe, and some who think they understand the matter have informed us, that the prohibition of even the simplest and briefest act of worship at the opening of a school-day, is in the interest of religious liberty, and is only an acknowledgment that the State must not invade the province of the church by undertaking to give religious teaching.

To remove misunderstanding, then, we say, to our colleagues and to our constituency, that what the letter of the order forbids is not religious teaching in the schools, but "devotional" or "religious exercises," and that, therefore, neither we as the minority, nor the petitioners who sustain our opposition to the order, can be fairly represented as requiring or desiring that the State shall meddle with what belongs to the churches. There is no conflict between us and our colleagues on that question. The order complained of cannot be justified by that sort of argument unless the Board of Education and its constituency are prepared to go much farther. If the design is to exclude from the schools *all* religious teaching, in *every* sense of the phrase, the step which has now been taken is only the first step toward that end. If in the five minutes "devotional exercise" there was religious teaching that could be objected to, much more is there religious teaching in other exercises. What shall be done with reading-books which contain selections from the Bible,

and commendations of the Bible? Must such books be expurgated or suppressed? If the name of Jesus Christ, or of Moses the great law-giver—if a quotation from the Sermon on the Mount, or an allusion to the Ten Commandments, is found on some page of a school-book, must that book be excluded or that page be defaced? If in any school-book or in any oral teaching, the being of God is acknowledged—if the creation of the world by an intelligent First Cause, or the Providence that gives us rain from heaven and fruitful seasons, is acknowledged—if reverent allusion is made to the Divine wisdom, the Divine benignity, or the Divine justice—if man's responsibility to his Maker, or his hope of a life after death, is suggested—if the final cause of any arrangement in nature is suggested as the reason of the arrangement, shall that be condemned as religious teaching, and shall the book or the teacher be turned out of school in the name of religious liberty? We do not believe that the people of New Haven will consent to such a policy. We do not believe that our colleagues have fairly considered the successive steps and the logical conclusion of the policy which they have initiated.

We hold that there is an intelligible distinction between *religious teaching* by the State, and the *recognition of religion* by the State, and therefore in the school which the State establishes. If there is to be anything like education in our schools—if anything is to be taught other than the use of the alphabet and the processes of arithmetic, with, perhaps, the higher branches of mathematical science, the teacher, and the text-book if there be one, must recognize religion as an element of human nature; as a fact and a dominant factor in all history; as implied in governments, laws, and the being of society; as an influence pervading the literature of all languages in all ages; and as modifying, to-day, the thinking, the morals, the usages, the institutions, and the national character of every people under heaven. Such recognition of religion is not religious teaching in any sense in which any man, be he Christian, Mohammedan, Pagan or Atheist, can reasonably complain of it. A prayer at the opening of each day's session of our legislature, or at the opening of a

judicial court, is not an intermeddling of the State with the rights or duties of any church, nor is it an attempt by the State to teach religion. There is as little of religious teaching in the oath which inaugurates the Governor of Connecticut, as there is in that which inaugurates the President of the United States. Nor can it be said that the State undertakes to be a teacher of religion when the members of our legislative houses, and our magistrates, enter upon their duties, calling upon God to witness their fidelity and to help them. An oath, whether to perform some public trust or to tell the truth as a witness, is a religious act; but the State which requires and administers the oath does not, in that recognition of religion, assume to teach religion. So when the children in a public school begin their day's lessons with a five minutes "devotional exercise," that simple recognition of religion is not, in any objectionable sense, religious teaching.

If the simple recognition of religion in the public schools is objectionable, much more would the systematic and thorough ignoring of religion be objectionable. If the one is religious teaching, the other would be anti-religious teaching. The principle involved in the recent order from the Board of Education, the principle on which it must rest for its justification, requires much more than has yet been conceded. It requires, if consistently applied, that there shall be, in the entire system of our public schools, no recognition whatever of religion. It requires that in the school-books, in the oral teaching, in all the intercourse between teacher and pupil, no mention of God, no anticipation of a life hereafter, no suggestion of responsibility to any higher tribunal than that of human power, shall be permitted. Carried out into wider application, it requires that the State shall in all respects ignore religion, shall suppress the voice of prayer in halls of legislation and courts of justice, shall recognize no Sabbath, shall cease to inaugurate its officers with invocation of God, or to bind the conscience of a witness by administering any oath. In other words, it requires that the State shall cease to be the civil organization and self-government, under God, of a religious people, or to know that the people who *are* the State are

anything else than Atheists. We are not prepared to admit that in Connecticut, Atheism has attained, or is likely to attain, the dignity and dominancy of a religion established by law.

On the contrary, we hold that the State of Connecticut has always been, and is now, a Christian Commonwealth. We make this affirmation deliberately. It is not a figure of speech. It is the statement of a historical and legal fact.

There are those who assume that the doctrines of religious liberty which, so happily, pervade the constitutions and laws of the American republics, exclude the idea that our State, or any other American State, can have, *as* a State, any positive religious character. Acknowledging with all respect, the intelligence and patriotism of such citizens, we again affirm, and we will proceed to show, by historical specification and legal proof, that the State of Connecticut has never professed indifference to religion, but has always had a positive and affirmative religious character. It is not only true that Connecticut was at her origin, and has been through all periods of her history,—it is also true that she is now, by the express declarations of her constitution and her laws, distinctly and specifically a Christian Commonwealth.

To guard against a possible misunderstanding of our position, we say here—and we glory in the fact—that while this Commonwealth is thus, historically, constitutionally, and legally Christian, it recognizes to the fullest extent, and will protect to the fullest extent, the religious rights of our Israelite fellow citizens (with whom we have no controversy, and need have none, in reference to the public schools), and also the religious rights of other citizens not calling themselves Christians, whatever their belief or unbelief. What we maintain is that the State, in its recognition of universal religious liberty and in its protection of every man's religious rights, is not the less Christian but the more Christian. It is not Christian in any limited sense of the word, Greek, Roman, or Protestant, but in that sense in which all Christian denominations are Christian.

That the State was Christian in its origin, none will

question. Its founders were Christian Englishmen. Because they were English, the common law of England was their birthright, and is part of our inheritance. That noble system of jurisprudence is not a godless system, but is distinctively Christian, pervaded by Christian sentiments, and recognizing the sanctity of the Christian religion. The maxim that "Christianity is part of the Common Law" is a sound one in America as well as in England. This doctrine has been asserted by Story, Kent and Webster, by courts of the highest authority in our sister States, and by the Supreme Court of the United States, and it has never been abrogated in Connecticut. While that portion of our inheritance remains to us, we are in law a Christian people.

The preamble of the "Fundamental Orders," under which in April, 1639, the earliest English inhabitants on the Connecticut River associated and conjoined themselves "to be as one Public State or Commonwealth," begins with reverent mention of the "Divine Providence" which had brought them together and made them neighbors. It professes to deduce from "the Word of God," (given in the Bible,) their right and their duty to institute "an orderly and decent government," and it therefore ordains and establishes a government. From those "Fundamental Orders"—the earliest of American Constitutions—the earliest written Constitution, in our sense of the word, on the records of history—the history of Connecticut as an organized State begins. Later in the same year, "all the free planters" of New Haven came together "for the establishment of such civil order as might be most pleasing unto God." In that assembly, "after solemn invocation of the name of God in prayer," their first act was the unanimous acknowledgment of the Bible as their Supreme Law. We may congratulate ourselves that we are wiser than the Founders of our State; we may expose their errors and censure their faults; but the fact will remain that the Connecticut which they founded was, in the beginning of its life, a Christian Commonwealth. Nor has the government which was instituted by those "Fundamental Orders" ceased to be the self-government of a Christian people.

The charter granted by the king of England, Charles II., in 1662, made the two colonies one, but made no other material change. It virtually ratified and confirmed the "Fundamental Orders" which were the original constitution. The government conceded and legalized by that charter was the continued self-government of a Christian people, identical with the government established in 1639. If the Commonwealth was Christian in its origin, and in its history prior to the charter, it was not less Christian under the charter. Loyally acknowledging the English king till his persistent violation of chartered rights compelled a Declaration of Independence, our State was more profoundly loyal to God, and whatever some men's theories may be, it has never yet declared itself independent of Him.

As the self-government of Connecticut existed before the charter and was continued under it, so it survived the charter, and went on without change when that once valued parchment had become a dead letter. Nor did the State divest itself of its dignity as a Christian Commonwealth by ordaining in 1818, the Constitution under which we now live. As if the spirit which framed the "Fundamental Orders" in 1639, were still the spirit of the State which was organized by that instrument, the Constitution framed sixty years ago begins with an express and solemn recognition of the existence and goodness of God and an instinctive expression of gratitude to Him. The record then made by the people of Connecticut, in the first sentence of their Constitution, stands unchanged to-day.

Nor is this the only notice of God or of religion in our State Constitution. This old Commonwealth, not unmindful of its origin and history, incorporates into its fundamental law the declaration that it is the "duty" of all men "to worship the Supreme Being, the Great Creator and preserver of the universe;"—not merely that it is the right of all men to worship God or not to worship, at their pleasure, but that it is the "*duty*" of all "*to worship*" Him.

It must also be observed, if there be a question whether Connecticut is in any sense a Christian Commonwealth,

that while the Constitution of the State guarantees to all persons, whether Christian or not Christian, full right to the enjoyment of their own religious professions and worship, the provisions which it makes against a preference by law of any sect or mode of worship are in these words:

"No preference shall be given by law to any *Christian* sect or mode of worship."

"Each and every society or denomination of *Christians* in this State, shall have and enjoy the same and equal powers, rights and privileges."

Inasmuch, then, as it cannot be supposed or alleged that the Constitution intended to permit the legislature to give legal preference to some anti-christian sect or mode of worship, these clauses must be understood as an unequivocal recognition of the fact that the people of this State, taken as a people, are a Christian people among whom no Christian sect or denomination shall have in law any preference over another.

Furthermore, the State of Connecticut, in its fundamental law, the Constitution, prescribes the words of an oath to be taken by the "members of the General Assembly and all officers executive and judicial," thus recognizing religion, or the conscious responsibility of man to God, as the only sure basis of the State. In like manner the whole system of the administration of justice in the State rests upon religion as the sanction of the oaths of witnesses as well as of the officers by whom the State administers justice between man and man, or between the individual and the commonwealth.

Let it also be observed that as our Constitution, ordained by the sovereignty of the people, begins with a reverent and thankful recognition of God, so it ends with the words: "Done in Convention on the fifteenth day of September, in the year of *our Lord* one thousand eight hundred and eighteen, and of the Independence of the United States the forty-third." The State of Connecticut did not in 1818, nor does it in 1878, put itself outside of Christendom. It was not then, nor is it now, unwilling to call Him from whose birth the centuries are reckoned, "Our Lord."

Passing now beyond the Constitution, we find that the Statute laws of this State, like the Common Law, have always been pervaded by the spirit of Christian morality,—not Mohammedan morality, nor Hindoo morality, nor Chinese morality, but the morality of Christianity as distinguished from all other kinds of morality. The State, in her statute laws, recognizes the religious rights, and the irreligious rights, of every citizen and of every stranger sojourning within her jurisdiction,—so far as it is possible for a Christian Commonwealth so to do,—*but no farther.*

She tolerates all forms of religious belief and of religious unbelief, all forms of worship and all neglect of worship; but she has never consented that anybody within her borders may publicly revile, with impunity, God, or the Bible, or the Christian religion, or the Holy Trinity. On the contrary, this Christian State has always provided by statute for the punishment of such offenders. An assertion that God is to be reverenced, an assertion that the Christian religion is sacred, an assertion that the Bible is a holy book,—these assertions are all implied (or rather expressed) in that provision of our statutes, which imposes fine and imprisonment upon "every person who shall blaspheme against God, either of the Persons of the Holy Trinity, the Christian religion, or the Holy Scripture." On this first day of February, 1878, that statute stands, as it has stood, in substance for more than two hundred years, the law of this Commonwealth.

In view of all these facts—not to mention others of like character—we reaffirm the proposition that Connecticut, by its origin and history, and by its Constitution and laws, is a distinctively Christian commonwealth—as positively Christian, though not in the same way, as England or Italy. This commonwealth is not the less Christian but the more Christian for the perfect equality which it guarantees to all sects and denominations of Christians whether Protestant or Roman Catholic. It is not less Christian but more Christian for its recognition and protection of universal and absolute religious liberty.

The order prohibiting religious exercises in the public schools is commonly represented and understood as designed to exclude the Bible from the public schools.

We understand it as having that intention. We imply no censure on our respected colleagues. We impute to them no disrespect of religion or of the Bible. We think they have misunderstood the sentiment and the will of their and our constituency. Our conviction is that while the people of Connecticut, as a body politic, will treat with the utmost tenderness and gentleness all religious and irreligious sects within their borders, they are not ready to permit, in silence, any attack, direct or indirect, to be made upon the Bible in their name;—because upon that book, and its religious and moral teachings, they laid, and still maintain the foundations of their happy little republic. We cannot believe that they are willing to see that book expelled from their common schools and their orphan asylums. We believe that they will firmly resist every demand for the expulsion of the Bible from their schools,—no matter whence the demand may come,—no matter whether it be urged in the name of science or of liberty, of religion or of unbelief. There is evidence already that they are extremely sensitive to any act of their public servants which may seem to trifle with their settled convictions on this subject.

We, therefore, respectfully but earnestly maintain that the recent order of the Board of Education, expelling not distinctive Christianity only but religion from the public schools was a grave mistake, and ought to be immediately rescinded.

The gravity of the mistake is not lessened by the consideration that there was no public demand in any quarter for the order in question. The teachers in the schools did not ask for it. The children did not ask for it. The parents of the children did not ask for it. The numerous body of Roman Catholic citizens, clergy and laity, did not ask for it. The Protestants, of whatever denomination, did not ask for it. The Israelites, whose representation in the schools is in proportion to their number in the population, did not ask for it. Even those of our fellow citizens who reject all religious faith (if any such there are) did not ask for it. In short, no human being had addressed this Board with any petition or memorial asking for such an order.

It was a mistake for this Board, suddenly, without any request from their constituents and without notice to their constituents, thus to overturn and abolish a system endeared to the people of New Haven by the experience of their ancestors and of themselves through a period of more than two hundred years.

The petitioners for the repeal of the order in question are of every religious denomination. We regard their petitions as a proof that our citizens, of whatever ancestry —the Saxon, the Teuton, the Celt, and the Hebrew, are willing and desirous that their children in the public schools shall learn to be tolerant of the religious diversities which distinguish their homes and their places of public worship, and shall understand that, notwithstanding such diversities, the people of this Commonwealth can agree in the recognition of dependence on God and of responsibility to Him.

All of which is respectfully submitted,

(Signed) N. T. BUSHNELL,
SAMUEL HEMINGWAY,
PATRICK MAHER.

236228

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Aug. 31, 1879.

NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1879

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NEW HAVEN CITY SCHOOL DISTRICT.

SCHOOL CALENDAR FOR 1879-80.

1879.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Sept.	1		1	2	3	4	5.	6
	2	7	8	9	10	11	12.	13
	3	14	15	16	17	18	19.	20
	4	21	22	23	24	25	26.	27
		28	29	30				
Oct.	5				1	2	3.	4
	6	5	6	7	8	9	10.	11
	7	12	13	14	15	16	17.	18
		19	20	21	22	23	24	25
	8	26	27.	28	29	30	31	
Nov.								1
	9	2	3.	4	5	6	7	8
	10	9	10.	11	12	13	14	15
	11	16	17.	18	19	20	21	22
	12	23	24.	25	26	27	28	29
		30						
Dec.	13		1	2	3.	4	5	6
	14	7	8	9	10.	11	12	13
	15	14	15	16	17.	18	19	20
	16	21	22	23	24.	25	26	27
1880.		28	29	30	31			
Jan.						1	2	3
	17	4	5	6	7	8.	9	10
	18	11	12	13	14	15.	16	17
	19	18	19	20	21	22.	23	24
	20	25	26	27	28	29.	30	31
Feb.								
	21	1	2	3	4	5.	6	7
	22	8	9	10	11	12.	13	14
	23	15	16	17	18	19.	20	21
	24	22	23	24	25	26.	27	28
		29						

1880.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Mar.			1	2	3	4.	5	6
	25	7	8	9	10	11.	12	13
	26	14	15	16	17	18.	19	20
	27	21	22	23	24	25.	26	27
	28	28	29	30	31			
April.						1	2.	3
	29	4	5	6	7	8	9.	10
	30	11	12	13	14	15	16.	17
	31	18	19	20	21	22	23.	24
	32	25	26	27	28	29	30	
May.								1
		2	3	4	5	6	7	8
	33	9	10	11	12.	13	14	15
	34	16	17	18	19.	20	21	22
	35	23	24	25	26.	27	28	29
	36	30	31					
June.				1	2.	3	4	5
	37	6	7	8	9.	10	11	12
	38	13	14	15	16.	17	18	19
	39	20	21	22	23.	24	25	26
	40	27	28	29	30.			
July.						1	2	3
		4	5	6	7	8	9	10
		11	12	13	14	15	16	17
		18	19	20	21	22	23	24
		25	26	27	28	29	30	31
Aug.		1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
		22	23	24	25	26	27	28
		29	30	31				

Fall Term begins Monday, Sept. 1; ends Dec. 24.—16 weeks.
Winter Term begins Friday, Jan. 2; ends April 23.—16 weeks.
Summer Term begins Wednesday, May 6; ends June 30.—8 weeks.

Number of School weeks in the year,—40.
Number of school days in the year,—200.

Annual State Fast (Good Friday), March 26.
State Teachers' Association. October 24, which may come one week earlier or later-
NOTE.—School Days, and No. of Weeks in left hand margin are printed in prominent figures.

SCHOOL OFFICERS.

BOARD OF EDUCATION:

JOHN E. EARLE, PRESIDENT.

	Term expires.
JOHN E. EARLE,	1879
NATHAN T. BUSHNELL,	1879
PATRICK MAHER,	1879
HARMANUS M. WELCH,	1880
MAIER ZUNDER,	1880
FRANCIS A. WALKER,	1880
SAMUEL HEMINGWAY,	1881
ARTHUR D. OSBORNE,	1881
JOSEPH J. SWEENEY,	1881

COMMITTEE ON FINANCE:

SAMUEL HEMINGWAY, HARMANUS M. WELCH,
JOHN E. EARLE.

COMMITTEE ON SCHOOLS:

ARTHUR D. OSBORNE, MAIER ZUNDER.
JOSEPH J. SWEENEY.

COMMITTEE ON SCHOOL BUILDINGS:

FRANCIS A. WALKER, NATHAN T. BUSHNELL,
PATRICK MAHER.

SUPERINTENDENT:
ARIEL PARISH.

SECRETARY:
HORACE DAY.

TREASURER:
HARMANUS M. WELCH.

COLLECTOR:
WILLIAM HILLHOUSE.

AUDITORS:

RICHARD F. LYON, FRANCIS E. HARRISON.

REPORT

OF THE

BOARD OF EDUCATION.

THE Board of Education respectfully refers the District to the accompanying Reports of the Superintendent, the Secretary and the Treasurer, for full information respecting the ordinary details of the work of the schools, and the income and expenditures of the District for the year which has just closed. In presenting this report on the general condition of our schools for the twenty-second year that they have been under the authority of a Board of Education, they feel that they can point with just pride to what has been accomplished in this period for the education of the youth of New Haven. When our schools were first organized in their present form, in the year 1856, the population of the city was less than half its present number, and included less than six thousand children of school age. The entire public provision for their education consisted of two fully graded schools, the Webster and Eaton, three partially graded schools, and eight ungraded rooms, with an aggregate seating capacity for about twenty-five hundred pupils, who were taught by fifty teachers, at a cost of about eighteen thousand dollars, on a tax equivalent to one and a half mills on the dollar on the present method of levying taxes. The entire cost of the buildings owned by the District was a little less than ninety thousand dollars.

The statistics presented in this report to the District, indicate a population of over sixty thousand, with over thirteen thousand children between the ages of four and sixteen years, eight thousand five hundred of whom are to-day in the public schools and taught by more than two

hundred teachers, in buildings most of which have been built by the District, at an additional cost of nearly half a million dollars. To meet this large increase in the number of children who have a legal right to instruction at the public expense, the Town has paid for the last ten years a uniform annual tax of one mill on the dollar, while the District tax has varied from three mills, to the present tax of one and a half mills on the dollar, as follows:

3	mills	on the	Grand	List of	1868
3	"	"	"	"	1869
2½	"	"	"	"	1870
2½	"	"	"	"	1871
2½	"	"	"	"	1872
2½	"	"	"	"	1873
2½	"	"	"	"	1874
2	"	"	"	"	1875
1¾	"	"	"	"	1876
1½	"	"	"	"	1877
1½	"	"	"	"	1878

This marked difference in the rate of taxation is mainly due to the great change which has taken place in the amount of the Grand List in different years. Up to the year 1875 it increased rapidly until it reached fifty-six millions. The present year the District Grand List has diminished to less than forty-four millions. The consequent loss in the District tax of one and a half mills on the dollar, has been eighteen thousand dollars, and in the town tax of one mill on the dollar, of twelve thousand dollars, making a difference of twenty-eight thousand dollars in the income for the support of schools for the coming year. In addition to this, the income from the State School Fund was reduced last year from one dollar to eighty cents for each child enumerated, involving a further loss of nearly three thousand dollars.

Notwithstanding this serious reduction in the income of the District, no necessity would have arisen for an increase of the school tax, had there been no demand for additional school accommodations. But such a demand did arise, and the Board were obliged to erect last year

one new school house in Davenport avenue, one in Humphrey street, and to enlarge Eaton School by providing for two hundred additional pupils. This was done at an expense of over forty-three thousand dollars, which very nearly represents the amount of the indebtedness for the payment of which the Board has been obliged to expend the income which should be expended for the support of the schools for the year upon which we have just entered. In other words, the District is out of debt, but it is out of debt only as the debt has been paid by the avails of the taxes which have just been received.

It would perhaps have been preferable to have asked for an increase of taxation two years ago, but the times seemed to the Board to demand almost any other course than the imposition of increased burdens on a community, so large a portion of which were suffering from the depression in business.

In obedience to the general opinion as expressed at the last Annual Meeting, the Board has given much attention to the practicability of reducing the salaries of the employees of the District. They would have been glad to have reduced all salaries by the application of a uniform *pro-rata* rule, but this was found to be impracticable. The general sentiment both within and without the Board, seemed to indicate unmistakably that the compensation paid to a large majority of the female teachers was none too high nor in excess of the salaries paid in other places. This left only a portion of their number who were to be affected by the proposed reduction. The reduction varied from eight to twenty per cent. on the amount previously paid; and the entire reduction amounted to about ten thousand dollars. An increase of expenses on the other hand has been incurred by the necessity of opening nine additional rooms during the year, for the accommodation of children who could find no other place for instruction.

A further and very urgent demand is now made upon the District for an additional school house in the Washington District, and one for the Woolsey District. Every

seat in the school houses of both districts is filled, and a hundred and fifty children find such accommodations at the Howard Avenue School house as can be found in a basement imperfectly lighted and ventilated, while an unoccupied store, wholly unfitted for the purpose, supplies in a poor way the claims of parents in Fair Haven who cannot otherwise secure the education of their children.

The laws of the State oblige us to have schools for the education of all who wish to attend them. The overwhelming sentiment of this community is that the New Haven schools must in no way be inferior to the best, but to do this, costs something. If we will have our children taught at as cheap a rate as they are taught in the most benighted towns, teachers can undoubtedly be found who will be glad to "board around" and give a receipt for their services at the rate of two or three dollars a week, but as our schools are actually taught, the Board does not see how the expenditures of the District can be much less than the estimate of $162,000 for the next year, exclusive of any expense for new buildings. The entire receipts for the year, from all sources, will not exceed $142,000, leaving a deficiency a year hence of $20,000 in addition to our present indebtedness.

The Board, under all the circumstances of the case, recommend a District tax of 2½ mills on the Grand List of 1879. It remains for our fellow citizens to say whether our schools shall continue as they are, or whether they shall go back to the condition they were in when they might justly be characterized as in every way cheap schools.

The term for which John E. Earle, Patrick Maher and Nathan T. Bushnell, were elected members of this Board, expires in September next.

In behalf of the Board,

JOHN E. EARLE, *President.*

NEW HAVEN, August 30, 1879.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submit the following Report, including the accounts of the Treasurer and Secretary:

TREASURER'S ACCOUNT.

RESOURCES.

By William Hillhouse, Collector of Taxes,	$86,434.98
" Town of New Haven, from Tax,	48,077.77
" State of Connecticut, for Library,	550.00
" Horace Day, Sundry Collections,	1,164.36
" Town Deposit Fund Income,	1,594.52
" Temporary Loans,	57,000.00
" Connecticut State School Fund,	12,124.80
" State of Connecticut, Civil List,	20,208.00
" Walter Osborn, Collector of Taxes,	1,040.84
Balance due the Treasurer to new account,	2,178.16
Total,	$230,373.43

EXPENDITURES.

Balance due Treasurer from old Account,	$ 4,023.10
Total Amount of School Orders paid,	226,350.33
Total,	$230,373.43

Respectfully submitted,

H. M. WELCH, *Treasurer.*

NEW HAVEN, Sept. 8, 1879.

The undersigned having examined the accounts and vouchers of H. M. Welch, Treasurer of the New Haven City School District for the year ending Sept. 1, 1879, finds the same correct, and that a balance of Twenty-one hundred and seventy-eight dollars and sixteen cents ($2,178.16) was due said Treasurer at said date.

FRANCIS E. HARRISON, *Auditor.*

NEW HAVEN, CONN., Sept. 9, 1879.

SECRETARY'S ACCOUNT.

The expenditures for the year ending August 31, 1879, have been as follows, viz:

Salaries of Teachers,	$135,731.71	
" Janitors,	8,637.59	
" Officers,	5,750.00	
		$150,119.30
Fuel,		4,365.34
Rent—Hamilton School,	1,000.00	
German English School,	275.00	
Blatchley Ave. School,	165.00	
		1,440.00
Printing—Annual Report, and Rules of the Board,	547.64	
High School Reports and other printing,	58.25	
Papers for High School Examinations,	77.25	
Papers for High School Graduation,	14.00	
Registers,	25.00	
Report Blanks to Superintendent,	37.50	
Advertising,	66.30	
Circulars and Schedules,	10.25	
Record Blanks,	8.00	

Printing Merit Cards,	$10.00	
Absence Cards,	5.00	
Inventory Blanks,	7.75	
Time Tables and Examination Blanks,	11.11	
Supply Orders,	13.25	
School Diaries,	76.75	
Grammar School Examination Papers,	63.00	
Drawing Cards,	6.00	
Pay roll Blanks,	7.50	
Recitation Marking Books,	75.00	
		$1,119.55
Books, Philosophical and Chemical Apparatus, etc., High School,	881.04	
Reference Books,	48.44	
School Books,	517.59	
		1,447.07
Stationery—Writing paper,	400.46	
Drawing paper,	132.35	
Lead pencils for drawing and writing,	154.56	
Slate " " "	41.06	
Pens,	181.30	
Pen holders and pen racks,	34.00	
Ink,	78.10	
Ink stands, ink wells and covers,	22.88	
Chalk crayons,	73.74	
Slates,	21.81	
Envelopes,	12.10	
Blank Book, Grand List,	12.00	
Letter Files and Binders,	6.00	
Blank Books,	12.00	
Music Paper,	5.50	
		$1,187.86
Supplies for Janitors—Brooms,	14.30	
Floor Brushes,	81.36	
Feather and Counter Dusters,	50.97	
Mats and Matting,	30.00	
Shovels, Hods and Dust Pans,	9.90	
Baskets, Pails and Cups,	10.78	
Step Ladders,	4.00	

Supplies for Janitors—Bells,	$16.98	
Hose, Hose Reels and watering,	38.90	
Thermometers,	8.25	
Black Board Rubbers,	37.25	
		$302.69
Miscellaneous—Annual School Meeting,	409.60	
Enumerating Children,	352.82	
Assessors' Bill for making Grand List,	500.00	
Cleaning School-houses,	538.18	
Furniture and Repairs,	545.79	
Musical Instruments and Repairs,	17.25	
Clocks and Repairs,	77.47	
Gas and Oil for Ev'g Sch., Office, High Sch.,	158.49	
Travel and Carriage Hire,	54.50	
Freight, Express, Carting and Errands,	71.91	
Postage,	22.46	
Auditors,	10.00	
Curtains,	311.11	
High School Diplomas,	46.30	
High School Graduation Exercises,	1.00	
Rent of Telephones,	100.00	
		$3,216.88
Repairs and improvements—Furnaces, Stoves and repairs,	799.15	
High School,	89.79	
Webster "	143.32	
Eaton "	122.72	
Wooster "	48.78	
Dwight "	202.24	
Skinner "	47.77	
Wash't'n "	134.20	
Cedar St. "	10.59	
Dixwell "	83.85	
Grand St. "	86.21	
Fair Street School,	45.19	
Woolsey "	49.17	
Division St. "	68.25	
Carlisle St. "	12.07	

Repairs and Improvements—Oak St. School,	$2.13	
Whiting St. School,	.22	
Davenport Av. "	5.75	
Edwards St. "	23.41	
West St. "	28.48	
Blatchley Av. "	40.31	
Humphrey St. "	11.96	
Greenwich Av. School,	15.94	
		$2,071.50
Ordinary Expenses,		$165,270.19

EXTRAORDINARY EXPENSES.

Eaton Enlargement—Architect's Plans,	$35.00	
Furnaces,	649.06	
Mason Work,	438.39	
Joiner Work,	934.22	
Superintending,	258.00	
Street Washer,	15.00	
		$2,329.67
Martin St. Sewer,	258.13	
" " connection,	28.00	
Cedar St. Sewer,	175.00	
Wooster St. Sewer connection,	16.00	
Making Rate Books for 1876–7–8,	150.00	
Architect's Plans for enlarging Whiting St. School,	20.00	
Curbing, West St. School,	33.60	
Temporary Loans paid,	57,000.00	
Interest on Loans,	693.48	
		$58,374.21
Extraordinary Expenses,		$60,703.88
Total Expenses,		225,974.07
Ordinary Expenses for the year ending Sept. 1, 1879,		165,270.19
" " " " " 1878,		173,059.27
Decrease,		$7,789.08
Extraordinary Expenses for the year ending September, 1879,		$60,703.88
" " " " " 1878,		58,427.66
Increase,		$2,276.22

NEW HAVEN, Sept. 9, 1879.

The undersigned has examined the bills, accounts, and vouchers of Horace Day, Secretary of New Haven City School District, for the past year, and finds the same correct.

FRANCIS E. HARRISON, *Auditor.*

The ordinary expenses of the School District, for the year commencing September 1, 1879, are estimated by the Committee as follows, viz:

Salaries of Teachers,	$132,000.00
" Officers,	5,175.00
" Janitors,	8,400.00
Books, Stationery and Printing,	3,500.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500.00
Rent of School-houses,	1,500.00
School Census and making Grand List,	1,000.00
Cleaning School-houses,	500.00
Fuel,	5,000.00
Repairs,	2,000.00
Contingencies,	1,000.00
Interest on Temporary Loans,	1,500.00
	$162,075.00

The following real estate owned by the District is estimated as nearly as possible at its original cost.

Webster School Lot and Building,	$ 23,000.00
Eaton School Lot and Building,	46,300.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,	8,500.00
Cedar Street School Lot and Building,	7,000.00
Whiting Street School Lot and Building,	2,000.00

Wooster School Lot and Building,	$25,000.00
Fair Street School Lot and Building,	12,400.00
Skinner School Lot and Building,	46,000.00
Washington School Lot, Building and Furniture,	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,	7,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	24,000.00
Woolsey School Lot, Building and Furniture,	45,000.00
West Street School Lot, Building and Furniture,	18,200.00
Greenwich Avenue School Lot, Building and Furniture,	10,350.00
Davenport Avenue School Lot, Building and Furniture,	15,200.00
Humphrey Street School Lot, Building and Furniture,	14,350.00
	$558,500.00

Respectfully submitted,

SAMUEL HEMINGWAY, *Chairman.*

NEW HAVEN, Aug. 31, 1879.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the New Haven City School District:—

GENTLEMEN:—The work of the schools, during the year ending August 31, 1879, has been earnest, uninterrupted and successful to a degree that ought to satisfy all reasonable expectations. There is encouragement to labor and sustain responsibility when, at every stage of advancement, the object for which we labor is raised to a higher plane and steady progress is manifest toward a higher degree of perfection. Unity of purpose and coöperation in action of all who have an interest in the prosperity of our schools have contributed, in a large degree, to the development of our system of instruction. The teachers who constitute the working force in it, on whose ability and faithfulness success chiefly depends, and parents who have the deepest interest in the results we are seeking to secure, have labored together with increased efficiency. A more intimate acquaintance has enabled each to appreciate the difficulties with which the other has to contend; hence, mutual forbearance and sympathy have been developed quite advantageously to the interests of the schools. Bitter complaints, unfounded charges against teachers, and unreasonable fault-finding are rare in comparison with the practice of former days. Suggestions and requests are more kindly received, and more cordial and prompt responses are returned than in times past, when the true relation of the parent and teacher was less understood.

The highest success of public instruction will be attained when parents, duly estimating the education of their children, shall regard the teacher as an intelligent, friendly co-laborer with themselves, deserving their confidence, respect and sympathy; when the teacher, acting under the conviction that whatever an intelligent, judicious, affectionate parent would do for his children, in their training and instruction, he must faithfully perform in discharging the duties of his office. The purpose for which both labor is the same,—the promotion of the best interests of the children, for their future welfare.

That progress has been made in uniting the efforts of both parents and teachers, the increasing interest of parents in the schools affords gratifying evidence. During the fall and winter terms of the past year, more than three thousand parents and members of their families visited the schools where their children attended. It should be said that the visitations were confined chiefly to the Dwight, Washington, Cedar St. Training, Eaton and Woolsey schools; also, that these parents came by invitation of the principals, on special occasions, i. e. on days when exercises were arranged for the entertainment of the friends of the children.

But the prompt acceptance of such invitations and the universal attendance on these occasions suggest forcibly not only that the people feel a deeper interest in the schools than has been accredited to them, but that there are latent causes which deter them from making informal visits. If a way has been found of bringing those most deeply interested in the welfare of the schools to a better acquaintance with them and the teachers, there is encouragement to hope that a new and healthy stimulus may accelerate their progress and improvement.

The earnest expressions of satisfaction from the visitors with what they had witnessed and of surprise at what the children were able to do, gave ample assurance of their future good will and coöperation in the work of the schools.

The little episode of a single performance of the kind,

in a year, is doubtless beneficial to the children, aside from the gratification which they are enabled to impart to their friends. The exercises consisted chiefly of the daily recitations, interspersed with readings and music by the pupils. The diversion of attention by the occasion from the regular routine of study, is more than counterbalanced by the stimulus to mental effort in a new direction.

Our schools are open, at all times, for visitation, and suffer no inconvenience by the presence of visitors, provided the exercises of the teacher and pupils are not interrupted. Indeed, no time to learn the true character and methods of a school is so favorable as when it can be seen in its "every day working dress."

SUMMARY OF STATISTICS FOR 1878–79.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was	49,621
Westville, a part of the *town*, but not of the city,	1,265
Total population of the city and town,	50,886

PROPERTY VALUATION.

Assessed valuation of the real and personal property of the town, including the city, 1878, assessed at about two-thirds its true value,	$45,966,835
Assessed valuation of the (City) School District,	44,947,229
The rate of taxation for all school purposes, was .0015, or 1.5 mills on a dollar,	.0015
For all city and town purposes, 14 mills,	.0140
Total rate of town, city and school taxation 15½ mills on a dollar,	.0155

RATIO OF CHILDREN TO POPULATION.

The number of persons between the ages of 4 and 16 years, enumerated in January, 1879, was		13,470
Increase since 1878,	251	
The ratio of the number of children between 4 and 16 years to the whole population of the city, was in 1870 as	1:4.526	
Supposing the ratios to be the same now, the present population of the city may be accurately estimated thus:		
No. of children 13,470 × 4.526 = the No. for the whole city,		60,965
Whole population of the city, January, 1879,		60,965
Increase during the year 1878,		1,146
Total increase of the whole city since 1870,		11,344

SCHOOL BUILDINGS.

Number of school houses occupied and owned by the District,		21
Number of school houses occupied and rented by the District,		4
Number of school houses occupied—owned and rented by the District,		25
Number of school rooms occupied,		174
Increase,	5	
Number of sittings,		8,892
Increase,	257	

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,		16
Number of female teachers,		198
Number of teachers employed in the day schools, including drawing and music teachers,		214
Increase,	6	
Number of male teachers employed in the evening schools for young men,		8
Total number of teachers employed in the day and evening schools,		222

NUMBER OF PUPILS.

Whole number registered during the year,		11,198
The ratio or the whole number registered to the number enumerated,		.831
Average number registered (belonging) during the year,		8,165
Increase,	275	
Average number in daily attendance,		7,704
Increase,	176	

ATTENDANCE.

Per cent. attendance of all the day schools,		.944
Decrease,	.01	
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years),		.606
Increase,	.009	
Ratio of the daily attendance to the number enumerated,		.572
Increase,	.002	
Whole number of absences during the year,		178,022
Increase,	34,362	
Average number of absences to a scholar, based on the number belonging,		21.8
Increase,	3.6	
Average number of scholars absent each half day, in all the schools,		445
Increase,	86	

Whole number of tardinesses during the year,		7,320
Increase,	821	
Average number of tardinesses to a scholar, based on the number in daily attendance,		.950
Increase,	.087	
Number of truants,		442
Decrease,	128	
Number of cases of truancy,		767
Decrease,	253	
Number of scholars transferred to ungraded schools (in place of suspension formerly),		123
Decrease,	46	
Number of half days all present,		12,203
Decrease,	2,214	
Average age of all pupils,		10 yrs. 7 mos.
Same as last year.		
Whole number of tardinesses of teachers, 1878–79,		576
Whole number of tardinesses of teachers, 1877–78,		426
Increase,		150
Number of teachers *not tardy*, 1878–79,		67
Number of teachers *not tardy*, 1877–78		80
Decrease,		13

THE ANNUAL ENUMERATION of persons between the ages of 4 and 16 years, made in the month of January, 1879, gives the following results.

SUB-DISTRICTS.	Total 1878.	Total 1879.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.
Webster,	2,251	2,306	211	221	229	206	210	215	168	173	218	161	144	150
Eaton,	1,112	1,120	90	100	109	87	87	95	93	86	93	84	94	102
Wooster,	1,824	1,859	176	190	174	188	155	163	144	157	146	135	136	95
Dwight,	2,141	2,125	162	193	199	295	204	175	177	176	178	149	162	155
Skinner,	1,684	1,703	119	162	177	144	167	150	149	144	130	124	105	132
Washington,	2,570	2,645	271	233	265	236	233	203	253	198	214	166	181	192
Woolsey,	1,637	1,712	148	192	182	156	167	135	137	114	146	129	117	89
Total for 1879,		13,470	1,177	1,291	1,335	1,212	1,223	1,136	1,121	1,148	1,125	948	939	915
" " 1878,	13,219		1,153	1,360	1,217	1,228	1,192	1,128	1,142	1,077	1,018	867	884	950
" " 1877,	12,964		1,231	1,250	1,237	1,165	1,111	1,096	1,152	969	954	880	930	989

The foregoing summary is derived from records kept with great care and reported to the Superintendent every week. It furnishes data for a comparison of important points, year by year, from which the condition and progress of the schools may be determined, in regard to the subjects which the figures represent.

For more particular information relating to individual schools and their several rooms, reference should be made to tables in the Appendix.

Among the results represented by the records of the past year, the following may be worthy of special notice.

1. The estimated population of the city, as determined by the ratio of the number of children over four and under sixteen years of age, to the whole population, is a little short of sixty-one thousand, (60,965). The increase of the past year has been something over one thousand, and the total increase since 1870 has been about eleven thousand. While an estimate thus obtained can be only approximately accurate, it has its value, and doubtless affords the best method we have of estimating the population of the city during the years when no census is taken.

2. The ratio of the average number of pupils registered, to the whole number enumerated,—of legal school age,—was .831; showing that a little over eight hundred out of each thousand children, of school age, were members of the public schools, some part of the year. No allowance is made for duplication, by changes of pupils from one school to another on account of change of residence. The actual number may be estimated, with a good degree of accuracy at .750, or seventy-five per cent. of the number enumerated.

But of this number, 1,179 were under five years; and 1,854 were over fourteen years old, of whom many are permanently withdrawn for business.

3. The large number of absences recorded, indicates an unusual irregularity of attendance. In no year since 1870 has the per cent. of attendance been so low. A remarkable increase of absences occurred during the winter term of 1879, caused chiefly by the severity of the weather. Contagious diseases were less prevalent than usual, especially scarlet fever and diphtheria. But colds, affections of the throat and chest were very prevalent; and parents, fearing that exposure might aggravate even slight ailments, kept their children out of school as a pre-

cautionary measure. The average number of scholars absent from all the schools, on each half day through the year, was four hundred and forty-five (445). And yet the number of pupils that went through the year without an absence, was nearly as large as usual.

The number of tardinesses of pupils increased in a smaller proportion than the absences,—about eleven and a half per cent. (11½); while the tardinesses of the teachers increased at the rate of 26 per cent. The total loss of time by the tardiness of teachers, during the year, amounts to a fraction over twenty-two school days,—or more than a whole school month, equal to more than one-tenth of a school year, for one teacher. The excuses offered are, chiefly, failure to reach horse cars, stormy weather, unavoidable detention, etc. They are generally such as the teachers are not allowed by the rule of the Board to receive from their pupils. While 67 teachers—(see tables in appendix) were reported as *not tardy once* during the year, less than one half of that number made a majority of all the tardinesses of the year.

4. The number of truants reported exhibits a gratifying decrease. Four hundred and forty-two (442) against five hundred and seventy (570) last year shows a decrease of one hundred and twenty-eight (128). The number of cases of truancy is seven hundred and sixty-seven (767) against one thousand and twenty (1,020) last year,—a decrease of two hundred and fifty-three (253).

The number of scholars transferred to the ungraded schools for truancy and insubordinate conduct was one hundred and twenty-three (123), a diminution of forty-six (46) on the previous year.

5. The total increase of children of school age, in 1878, was 251. Six sub-districts gained over the previous year, one lost.

Webster	district	gained	55	Washington dist.	gained	75	
Eaton	"	"	8	Woolsey	" "	75	
Wooster	"	"	35			——	267
Skinner	"	"	19	Dwight district	lost	16	
				Total gain,		——	251

6. The whole number of teachers in the district is 214. But those employed in the Training Schools are counted to make the number. These regarded as pupil teachers, —two in a room,—equal to one ordinary teacher for each room, would reduce the number, making the total 12 less, or 214—12=202.

THE INCREASE OF SCHOOLS during the year, has been as follows: In September last, the large number of applicants for admission at the Woolsey School required two additional school rooms, which were rented on Grand st., near Blatchley avenue. In these rooms about one hundred children were seated, while some twenty-five applicants remained, for whom provision could not be conveniently made. These have been out of school during the year.

The loss of time to them, however, will not be serious. But the question now is, what provision shall be made for them this year, together with so many of the 192 as shall seek admission, who, according to the school census, have completed their fifth year, and are of legal school age? Rented rooms, not built for school purposes, are, at best, inconvenient, ill ventilated, detrimental, in many ways, to the health and comfort of both teacher and pupils.

At the opening of the schools last September, the third room in the Davenport av. building was occupied, and in May the fourth was opened. All of the twenty rooms, in the Webster district are now in use and well filled, notwithstanding a considerable number of children, belonging to this district, attend the Cedar St. School.

In the Washington district, at the beginning of the term in May, one hundred children applied for admission, for whom there were no seats. Again the rooms in the basement of the Washington School were fitted up, and the hundred supernumeraries were provided for in rooms which should be used only in an unavoidable emergency.

From the school census it appears that there were in this district 271 children under five years of age. If half the number should seek admission to the schools during

the year, the excess of pupils in the district, including those in the basement, would more than fill a building of four rooms.

In no section of the city has the population increased so rapidly, during the last six years, as in the Washington district. This increase is due largely to the establishment of the railroad shops in that part of the city. The figures following show the annual increase of children since 1873, as reported by the school census.

No. of children in Washington district in

1879	2645	Increase,	75	
1878	2570	"	58	
1877	2512	"	48	Greenwich Av. School opened May, 1877
1876	2464	"	63	Carlisle St. " " March, 1876
1875	no record.			
1874	2401	Increase,	220	West Street School opened January, 1874
1873	2181			

An average increase of 66 children each year, has required the erection of three primary buildings of four rooms each, total, 12 rooms. These are filled and we have a surplus of more than 100 to provide for at an early day.

The addition to the Eaton School building was completed in August last, and during the past year sixteen rooms have been occupied. Children from the upper part of the Wooster district have been allowed to attend this school, in order to equalize the numbers between the Eaton and Hamilton Schools.

The four higher rooms of the Hamilton School have not been under the direction of the Board during the past year; but, by a recent vote they are made a part of that school, as formerly.

In all the buildings of the school district there are now but two unoccupied rooms. These are in the Humphrey St. School, and can be used for any surplus in the Skinner district.

THE CHANGES IN THE SCHOOLS by the withdrawal of teachers have been less numerous than usual. Following are the names of those who have resigned during the

year. Maria J. Lynch, Second Assistant, No. 12 Wooster School; Rosina A. Roy, 3, Davenport Av.; Elizabeth Cooper, High School; Ella H. Clark, 1, Woolsey; Carrie E. Blakeslee, 7 Dwight; Emily B. Granniss, 2, Edwards Street; Mary Ferguson, 12 Webster, and Joanna M. Gleeson, 7 Wooster.

MR. HENRY C. DAVIS, who had been Principal of the Skinner School since May, 1868, resigned on account of failing health near the beginning of the fall term, and died Dec. 6, 1878. An Obituary and Resolutions prepared by a committee of Principals, appeared in the New England School Journal, Dec. 19 and 26, 1878.

MISS BESSIE C. BLAKEMAN died in New Haven, July 18, last. She continued in her place, No. 10, Webster School, until two days before the close of the summer term. Her name appears first as a teacher in the public schools of New Haven, among the appointees of the Hillhouse School, for 1859–60. In 1863 she was transferred to the Eaton School, where she remained until 1871, when on account of severe illness she left teaching. In 1874 she received an appointment to the Webster School, where she remained during the five years following. As a teacher, Miss Blakeman possessed rare ability. Her remarkable power to inspire her pupils with an earnest devotion to school work, came from the spirit with which she performed her own duties. She created in them an interest in every subject they studied by the enthusiasm with which she entered into it. It was quite as much her aim to implant right principles, to cultivate true manhood, as to teach well the lessons of the day. Her discipline was effective because she commanded the respect of her pupils and they knew that her aim was to secure justice, with only such severity as they might make it necessary to use. Long will the hundreds she has taught retain a pleasant remembrance of her as their teacher. In her social life, she was genial, intelligent, always desirous of doing good to others. Her consistent religious character evidently governed the conduct of her life.

A TOWN TEACHERS ASSOCIATION was organized in January last, and monthly meetings have been held regularly, on the second Saturday afternoon of each month. It is not a city association only, nor does it consist of public school teachers exclusively; but teachers of private schools and persons interested in promoting the cause of education are welcomed and are cordially invited to attend and participate in the exercises. Teachers from surrounding towns are often present; and if the number of these should be sufficiently large, it may result in becoming a county association, which was really within the scope of the original design. Practical subjects are discussed; and the *live* teachers are generally in attendance.

INSTRUCTION.

The department of instruction has been very ably and successfully conducted by a large portion of our teachers. While there is little variation, from year to year, in the general system of teaching, changes of method are made in the details of school work, whenever any improvement can be anticipated by so doing. Comparing the present with the past, the character of the instruction now given is, on the whole, superior to that of any previous year. Yet there is a margin for improvement in the future.

INSTRUCTION IN LANGUAGE has received a fresh impetus. Our system is now quite complete. Beginning in the primary rooms, with very simple exercises in sentence making, the children are prepared to take up Swinton's Language Primer in the fifth grade. In the sixth and seventh grades the New Language Lessons are introduced, in which much practice in the construction of sentences is required. Considerable knowledge of English Grammar is incidentally taught, in the use of this book; so, when pupils reach the eighth grade, they begin the study of Grammar on a broader scale, with excellent preparation. Success in this branch will depend on the interest with which teachers attempt to

teach it, and the thoroughness of their own preparation of the daily lessons.

HARPER'S GEOGRAPHY has now been in use a year, and is quite satisfactory as a text book. With one-third less matter, the larger volume would have been better adapted to Grammar School use. But since Map Drawing is made the basis of our geographical studies, we can use its abundant resources for information with great advantage.

GEOGRAPHY is now very satisfactorily finished in the seventh grade; and two years are thus gained for the study of the History of the United States, and a more thorough completion of other studies, in preparation for the High School.

READING will doubtless receive a new impulse from the change of text-books. Teachers will take hold of the subject with renewed energy, and the scholars with a new interest.

ANDERSON'S GRAMMAR SCHOOL HISTORY of the United States was introduced last term, as a substitute for the Pictorial History, by the same author. It is evidently better adapted to our classes than the one previously used. With other histories to be used as reference books by the classes, it is hoped that increased interest will be awakened and a higher ambition created, to obtain a more extensive knowledge of the subject than has been gained heretofore.

EXAMINATIONS were held near the close of the fall and winter terms, as required by the rules of the Board. The former was made by the principals alone in all the graded schools in their respective districts; the latter, which was the annual examination for the promotion of classes, was made in the lower grades by the principals, but printed questions were prepared by the Superintendent for the four higher grades. The written answers were examined and marked by the teachers. Generally, the classes exhibited a very good record, giving evidence of success-

ful effort in study on the part of the pupils, and of good instruction by the teachers. A few exceptions indicated a lack of capability of the teacher, or failure for some cause not apparent.

The test of an examination on the work of a year is a serious trial, both for the teacher and pupils. The professional character of the former depends largely upon the results she is able to exhibit in the work of her pupils; and the promotion of the latter to a higher grade, on securing the required per cent.

Much doubt is entertained as to the expediency of staking so much on a single performance, which may, or may not be made under favorable circumstances. A nervous apprehension of failure on the part of the pupil, a headache, fatigue, or mental agitation from any cause, might so affect the mind of a good scholar as to produce entire failure. Again, a poor scholar not unfrequently is quite successful in a single effort. Timid children, easily excited, and those who are "slow but sure" if they can work deliberately, seldom show themselves "at their best," placed under the pressure of an examination.

In view of these and other objectionable features of a severe annual examination, it seems desirable to adopt a plan by which the capability and rank in scholarship shall be determined chiefly by the daily record through the year. Reviews and examinations will be made from time to time, but will be combined with the ordinary work of the scholar, so as to show the results through an extended period. If any examination shall be held at the close of the year, it may be brief and light, compared with those in the past. Thus it is hoped that as satisfactory proofs of a pupil's attainments may be obtained, as by a more severe ordeal.

THE TRAINING SCHOOLS have done excellent service. The young teachers have not only kept the classes in their own schools fully up to the grades required by the scheme, but have performed a large amount of labor outside, acting as substitutes for teachers temporarily absent

on account of sickness. Over eight hundred half days of such service have they performed during the year. Their training is of such a character that when sent to any room of the city they are prepared to take up the exercises of the room and conduct them almost precisely as the regular teacher does, thus avoiding a confusion which generally occurs when a stranger attempts to introduce methods to which the children are unaccustomed. Of course their efficiency in their own schools and preparation to go out as substitutes depends upon the instruction and drill they have received from the principal of the school. We are fortunate in having at the head of the Cedar St. School a principal whose long experience in the primary and higher rooms of our graded schools, fits her peculiarly to prepare young ladies for their duties. The principal of the Fair St. School, though young, has had thorough preparation and practice, as a trained pupil of the school which she now directs.

The double responsibility resting upon a principal of a Training School is not clearly understood by those not familiar with her duties. First, she must see that all the children under her charge are taught and disciplined in the most approved manner, and this with young teachers of comparatively small experience. This is a common duty of all teachers. But, secondly, she must prepare all the apprentices for thorough work when they are thrown upon their own responsibility, after receiving an appointment. This two fold duty requires great labor and mental effort to secure success.

Fourteen young ladies, graduates of the High School, are under training in the Cedar St. School, and seven in the Fair St. School. Fifteen have been appointed to positions in the graded schools during the year.

GRADATION AND PROMOTION.

In the twelve rooms of each Grammar School, the pupils pass through eight grades of studies, as provided in the scheme. There are two classes in each room, thus making twenty-four steps of ascent from No. 1,—the

lowest primary,—to the highest class in No. 12, of which the pupils are candidates for the High School. All the smaller schools in each sub-district are graded and classified in the same manner; and pupils are promoted from the highest class to the rooms for which they are fitted. As a rule, each room seats fifty pupils, and is under the charge of a single teacher, except in No. 12, where an assistant from the Training School is allowed for a limited period. The scheme of studies has been adapted to the several grades with great care; and with the corrections which experience has suggested, since it was adopted nine years ago, the division of labor for the teachers and assignment of studies for the pupils are satisfactorily complete. But, however nearly perfect the scheme may be, it does not of itself insure the results desired. The capability and fidelity of the teacher must be superadded.

By the arrangement of the scheme, each teacher is made responsible for a limited section of studies, which varies but little, in the grade, from year to year. The familiarity with the branches taught, which she necessarily acquires by frequent repetition, gives her great facility for thoroughness in giving instruction. Not only is the teacher expected to teach thoroughly the studies assigned to her part of the grade, but by frequent tests and reviews she must take care that what the pupil has learned in previous grades, even from the beginning, be not allowed to fade from the mind. Successful progress depends upon the clearness with which the pupil comprehends principles and statements already learned, and the facility with which he can use them. Many a boy has been pronounced stupid in his studies, because either through his own fault, or his teacher's neglect, important principles and their application were not made sufficiently clear to awaken his interest and arouse him to effort. Hence, whatever has been omitted, or imperfectly learned by the pupil, he must know before satisfactory advance can be made. Whether the pupil shall make up deficiencies in the class to which he has been promoted, or be

returned to the one from which he came, must be left for the decision of the principal of the school.

The injustice of requiring the teacher of a higher class to perform duties which should have been done by another in any grade below, needs no comment. The task would be a severe one, if the teacher in No. 12, who is made responsible for the thorough preparation of a class for the High School, should be compelled to spend a large portion of her time with the class in teaching the principles and their application, which had been neglected in the lower grades. Also, the progress of the class after entering the High School is retarded, when any considerable preparatory work is necessary, which should have been done in the graded schools.

HILLHOUSE HIGH SCHOOL.

The High School is an outgrowth of the public school system, and its success is dependent, in a measure, on the quality of instruction given in the grades below it. Its steady advance through a series of years, sometimes against serious obstacles, is evidence of its own excellence and the thorough preparation of pupils promoted to it from the lower schools. The requirements for admission to this school and likewise the standard of attainment which the pupils of the several classes are expected to reach, may be inferred from a careful inspection of the questions used at the annual examinations in April last. (See appendix.)

During the year just closed the largest class but one that has ever completed its course of studies, was graduated; and the largest class ever admitted was received in May last. Few vacant seats remain, and should the next class of candidates equal the last, the seating capacity of the rooms now occupied will be well tested.

The long continued service of the teachers in this school has contributed largely to its thoroughness and efficiency. But one resignation has occurred during the year. Miss Cooper withdrew, and Miss Lillian Prudden, a former pupil of the school and a graduate of Vassar College, was elected to fill the vacancy.

As a test of the thorough instruction given in the languages and mathematics, names of a large number might be mentioned, if it were proper, of scholars from the High School who have taken prizes, and high rank in scholarship, in Yale Scientific and Academic departments, also in other institutions. I venture to name one: William W. Gibson—H. School, class 1874—now Lieut. Gibson, U. S. Army, was graduated in June last, at West Point, ranking 6th in his class, numbering sixty-seven. In Law, 1st. French, 2d. Mathematics, 4th.

The Classical Department received its third class at the opening of the present school year, consisting of nineteen members. There are now nearly fifty students in this department preparing for the Academic, and others for the Scientific department of Yale College. Mr. Fox is doing excellent service for the pupils in the classics, under his charge.

The service which the High School is performing for the district, in preparing its graduates to become teachers in our schools, should not be overlooked. Since the erection of the present High School building (1872), the number of young ladies from each class who have entered the Training Schools, is indicated by the following figures:

Class of	1872,	10	entered.	Class of	1877,	17	entered.
"	1873,	14	"	"	1878,	15	"
"	1874,	14	"	"	1879,	16	"
"	1875,	14	"				
"	1876,	22	"	Total,		122	

The number received by the Training Schools, each year, depends on the number of promotions from them to fill vacancies in the graded schools, made by resignations, or otherwise. By a rule of the Board, preference is given to graduates over all other candidates.

The graduating classes are now so large that only a part of each can be employed in our schools; but every one holding a diploma, has an excellent testimonial to recommend her, as being well prepared by her education, to teach elsewhere.

The usual ANNIVERSARY EXERCISES took place, on Friday evening, April 18th, in the Assembly Room of the High School, when diplomas were conferred upon the class of 1879, consisting of twelve young men and twenty-five young women—total, thirty-seven. One member of the class, Miss Grace A. Callahan, died a few weeks before the day of graduation.

The following members of the class read essays written by themselves for the occasion.

CHARLES M. DOWNS,	Subject:	Roger Williams.
GRACE A. CALLAHAN,*	"	———————
LOUISE B. SCHURIG,	"	Country Life.
CORNELIA HURLBUTT,	"	Hercules and Psyche.
KATIE E. DONOVAN,	"	Art's Opening Avenues.
EMILY G. SIEBKE,	"	An Age of Books.
GERTRUDE MANN,	"	"There was never yet philosopher, That could endure the toothache patiently."
GUSTAVE F. GRUENER,	"	Character.
LOTTIE THOMPSON,	"	The Supernatural in Literature.
LUTHERA A. MANSFIELD,	"	The Responsibility of William III. for the Massacre of Glencoe.
NELLIE J. RIGGS,	"	The Age of Chivalry, with Valedictory Addresses.

Following are the names of other members of the class:

HATTIE E. BARNES,	FRANCES M. LYNCH,	SEYMOUR P. BRADLEY,†
MINNIE E. CASSIDY,	HARRIET P. MARSH,	CHARLES S. BURNHAM,§
LUCY ELSON,	JULIA NADLER,	CHARLES E. FERGUSON,‡
MARY E. GATES,	ANNIE A. NUGENT,	SILAS METZGER,§
MAGGIE E. GRENNAN,	NELLIE F. SPROAT,	JAMES D. PECK,
IDA M. B. HAGUE,	JOSEPHINE F. THATCHER,	LOUIS J. SCHILLER,§
HONORIA J. HEWSON,	ESSIE C. TOMLINSON,	BERNARD J. SHANLEY,§
ADELAIDE B. HYDE,	MARIAN A. WOODFORD,	FRANK A. SMITH,§
NELLIE G. LINSLEY,	C. E. MCCAFFREY,	JOHN STARKWEATHER.

Seven of the young men are members of the freshman class in the Yale Scientific School.

Candidates for promotion to the High School from the several Grammar Schools were examined in April. The whole number of candidates was one hundred and eighty-three, of whom one hundred and seventy-six were admitted. The table following exhibits the summation of the results of the examination.

* Deceased.

† Annapolis Naval Academy. ‡ U. S. Cadet, West Point.

§ Sheffield Scientific School.

HILLHOUSE HIGH SCHOOL, EXAMINATION OF CANDIDATES.

APRIL, 1879.

Schools.	No. Exam.			Av. Age		Studies.								Per cent. of all Studies.	Per cent. on Gram. and Arith.
	Boys.	Girls.	Total.	Years.	Months.	History.	Grammar.	Arith.	Reading.	Spelling.	Writing.	Drawing.	Music.		
1. Eaton,	5	12	17	15	8	84	79	79	80	92	62	97	65	86	79
2. Skinner,	7	18	25	14	9	86	81	82	79	91	54	89	99	83	82
3. Wooster,	7	8	15	15	0	70	84	87	76	93	55	72	98	79	86
4. Woolsey,	6	9	15	15	7	77	78	78	80	88	59	81	99	80	78
5. Dwight,	19	14	33	15	8	72	79	82	78	90	59	67	97	78	81
6. Washington,	8	14	22	14	11	75	78	77	78	88	57	69	98	78	78
7. Webster,	11	13	24	15	3	66	73	77	73	91	61	58	96	74	75
8. Other than Public Sch.,	17	15	32	15	0	61	67	63	69	78	52	----	----	----	65
	80	103	183	15	3	74	77	78	77	89	57	76	97	80	78

Following are the names of candidates who stood highest in the examination, (1) in all the studies on which they were examined; (2) in the Special Studies, (Arithmetic and English Grammar); also, the name of the school from which each pupil came.

RANK IN ALL STUDIES.

Schools.	*Scholars.*	*Per ct.*
SKINNER,	CLARINE WARNER,	88.5
Woolsey,	Minnie Johnson,	87.8
Skinner,	Clara Barnum,	87.
Eaton,	Minnie C. Densmore,	85.2
Dwight,	Herbert L. Mitchell,	85.
Eaton,	Lulie H. Dayton,	84.9
Webster,	Charles E. Cornwall,	84.9
Skinner,	Harriet Bishop,	84.3
Eaton,	Lily M. Landfear,	84.
Dwight,	Caddie Hughes,	83.9
Eaton,	C. L. Harrison,	83.5
Skinner,	Ellen E. Carr,	83.2
Washington,	Daniel W. Maher,	83.2
Woolsey,	Nellie I. Brooks,	83.
Skinner,	Lilian J. Russell,	83.
Dwight,	Lulu F. Seeley,	82.9
Webster,	Jacob P. Goodhart,	82.6
Washington,	James Moran,	82.6
Skinner,	Anna C. Gower,	82.6
Eaton,	Minnie D. Swift,	82.3
Washington,	Tilley M. Ryder,	82.2

RANK IN SPECIAL STUDIES.

Schools.	*Scholars.*	*Per ct.*
Eaton,	C. L. Harrison,	95.5
Skinner,	Clarine Warner,	94.5
Wooster,	Charles Schulafer,	94.
Dwight,	Lulu F. Seeley,	92.5
Washington,	Minnie A. Maher,	92.5
Skinner,	Clara Barnum,	92.
Washington,	Daniel W. Maher,	92.
Dwight,	Estella Hartley,	92.
Dwight,	Herbert L. Mitchell,	91.5
Eaton,	Lulie H. Dayton,	90.5
Woolsey,	Nellie I. Brooks,	90.5
Webster,	Joseph C. Kuske,	90.5
Eaton,	Minnie C. Densmore,	90.
Skinner,	Harriet Bishop,	90.
Dwight,	Caddie Hughes,	90.
Eaton,	Minnie B. Swift,	90.
Webster,	R. D. A. Thompson,	90.
Wooster,	Marion M. Collyer,	90.
Washington,	James Moran,	89.5
Woolsey,	George S. Adams,	89.5
Skinner,	Willie Mischler,	89.5

The *number* of pupils taking rank as above, in the special studies, and the *average scholarship*, are as follows:

Eaton,	4 pupils,	91.5	average.	Wooster,	2 pupils,	92.	average.
Dwight,	4 "	91.5	"	Webster,	2 "	90.3	"
Skinner,	4 "	91.3	"	Woolsey,	3 "	90.	"
Washington,	3 "	91.3	"				

C. L. HARRISON, of the Eaton School, took the highest rank in the class, in the special studies.

THE UNGRADED SCHOOLS are an indispensable appendage to our graded system. They provide for a class of children, who for any cause, must necessarily be irregular in their attendance, beyond certain limits. Unreasonably disobedient and insubordinate pupils, who are a detriment to the good order and instruction of the school, are separated from it and placed here where they can be controlled and taught, without disturbing others. Truants, also, are placed in these schools for special discipline.

The graded schools, relieved of these three classes, great burdens to the teachers, move on with greater ease and rapidity, while both pupils and teachers perform their duties with pleasure, satisfaction and profit that would be impossible in the presence of disturbers of good order.

THE WHITING STREET SCHOOL has made marked progress during the year. The regularity of attendance has been remarkable, excelling even many of the graded schools. The attention and close application of the boys to their studies would be highly creditable to any school. The improvement in manners and manliness have been more observable than during any previous year. But who are these boys doing so well, yet requiring this special treatment? Nearly every one of them is possessed of a disposition, or habit, which makes him an insubordinate pupil, and unmanageable in the graded schools, requiring that vigorous, or peculiar treatment which few female teachers are capable of using. One such boy is enough

to paralyze the best efforts of the teacher and hinder the improvement of all pupils in the room.

The change wrought in them comes from the simple fact that they are placed under government which they feel it is useless to resist. Now and then one may, even here, persist in his insubordination so far as to require a transfer to the State Reform School at Meriden. It may require considerable outside attention of the truant officer, but "it pays," both for the good the boys get in this school, and the benefit the graded schools gain by their absence from them.

Another element of the school should be mentioned; of boys employed irregularly, when they can find "jobs." While unemployed they can spend their time profitably in this school. Occasionally one comes in voluntarily, others, found vagrant on the street, are introduced by the truant officer. Great credit is due Mr. Loomis, who has charge of this school, for his excellent instruction and management of the boys. His government is kind, but firm; and his cultivation of a sense of honor and self-respect in some of them seems to have wrought a radical change in their character. As a rule, the boys are returned to the graded schools after a suitable probation, upon evidence of satisfactory improvement. But many of them should never be placed under the government of a woman.

THE GRAND ST. UNGRADED SCHOOL, under the charge of Mr. Loveland, is much like the one just named, but is smaller; yet it is indispensable to the welfare of the graded department of the Woolsey district. Only boys are received here, as in the Whiting St. School. The softening down of the hard, rough character of the pupils is very obvious, when compared with those in the school, in former years.

THE FAIR STREET UNGRADED SCHOOL receives both sexes, and a younger class of children. It usually averages nearly seventy pupils, and is under the charge of

Miss Wildman, with an assistant. The teaching is thorough, and the pupils, boys as well as girls, are taught sewing, and the boys are often quite as skillful as the girls, in this branch.

In all the ungraded schools, the services of the Truant Officers are invaluable and indispensable. Mr. Day's visitations of parents, when a boy is *first* reported for truancy, often reveals to them faults and traits of character before unsuspected, and by kindly suggestions greatly aids them in the government of their children. Truant Officer Sullivan performs most faithful service in following boys reported from the schools. His extensive acquaintance with the boys and their homes, and his experience render his services especially valuable.

TRUANCY.—Ample provision is made by the Board for the reformation of truants and the instruction of neglected children. The Secretary is the executive officer of the Board in securing the attendance at school of both these classes of offenders against the public policy and the laws of the State. In doing this work he is aided by an officer detailed from the police force of the city for this special duty. For the past three years the latter place has been efficiently and intelligently filled by police officer James Sullivan. All cases of truancy on the part of children or neglect on that of parents when reported for the first time, are immediately investigated by the Secretary, who visits the parents or guardians and seeks their coöperation in preventing a recurrence of the offense. In most cases this is all that is needed. But in a city containing more than thirteen thousand children of school age, there will inevitably be found very many cases where parental neglect or juvenile depravity calls for more peremptory interference. Officer Sullivan reports the number of truants arrested on the street and returned by him to the schools to which they belong, to have been during the year, fifty-three. Found at their homes, not attending any school, ninety-two. The number arrested and taken

to the police station, one hundred and sixty-six; sent by the court to the Reform School at Meriden, for truancy, eleven; for truancy and disobedience to parents, six, and for theft, four. The number of girls sent to the Industrial School at Middletown, six.

The number of transfers from the regular to the special schools for truancy or other serious misconduct, has been one hundred and thirty-seven. The number restored for good conduct to the schools from which they came, seventy-four. The number of visits made by him during the year, has been fourteen hundred and forty-eight.

The main end the Board has had in view in the discipline of truants has been the reformation rather than the punishment of delinquents, and it is a gratifying fact that in almost every case the concurrence of the parents has been secured even in cases where it has seemed necessary to send apparently incorrigible offenders to profit by the present admirable management of the Meriden Reform School.

HEALTH OF TEACHERS AND PUPILS.—Good health is the first and indispensable element, in the performance of school duties. It is equally necessary to the teacher who seeks to inspire the children with a cheerful, hopeful desire for improvement, and to the pupils who are striving to perform their daily tasks under her guidance.

Sickness cannot be wholly avoided; but, with proper care and precaution, it may doubtless be restricted and much suffering and loss prevented. Parents should give careful attention to the physical condition of their children before they commit them to the hands of the teacher. It is no less the duty of the teacher to guard the health of the pupils than to exact results from the preparation of lessons.

The teacher, who suffers the pupils to sit for a half hour exposed to a cold draught from an open window, seldom comprehends the physical suffering and interruption from school duties which may be caused by a single act of carelessness, or misjudgment. So, the con-

sequences of the opposite error are often little understood, of allowing the school-room to be overheated and the air to become foul for want of ventilation, causing dullness, restlessness and disorder, which the teacher sometimes attributes to mental stupidity, or a mischievous disposition; and she, suffering unconsciously from the same cause, resorts to severe language, or corporal punishment, when pure air and a cheerful spirit on her part are most needed as correctives.

A sudden transition of the pupils, at recess, from the warm school-room into the cold air out of doors, exposes them, especially those not in vigorous health, to a chill which is often the beginning of serious disease. Also, in passing from the school at dismission, there is danger from the same contrast of temperature, which requires special care of the teachers in the primary rooms, to adjust the garments of the children before they leave for their homes.

The preservation of an *equal temperature* of the atmosphere in the school-room is of the highest importance while the pupils are engaged in their ordinary school duties. The excellent health of scholars and teachers during the summer and fall terms is quite noticeable. This is due, in a great degree, to the mild, uniform temperature and purity of the air which has free access from without through open doors and windows. On the contrary, during the winter months, colds, throat and chest diseases, also contagious diseases of all kinds abound, as at no other time of the year. Then doors and windows are closed, the furnace sends up its hot breath and the company within have only the imprisoned air to breathe, unless relieved by a chilling current from an opened window. Then comes the danger of a chill, a cold and sickness. If by any means exposure to the sharp blasts of winter can be avoided, and the mildness and purity of summer air can be secured, why may not the diseases incident to the one be avoided and the health-giving influences of the other be secured?

No perfect system of ventilation has yet been invented,

and nothing more can be expected, or required of teachers, than a faithful use of such means as are placed at their command. A large majority of our teachers appreciate the importance of the subject and their efforts are in a good degree successful. But so long as they can obtain fresh air only by opening windows, through which a cold current is thrown upon the heads of the children, thorough and safe ventilation cannot reasonably be expected.

The simple contrivance, applied last winter to the windows of some thirty rooms, proved quite satisfactory in its operation. By the arrangement made, the current of air entering the room at the top of the window is thrown directly to the ceiling, from which it falls gradually through the heated air in the upper part of the room, becomes warm, is diffused in all directions and increases perceptibly the purity of the atmosphere below. It requires little attention from the teacher compared with the watchfulness necessary to guard against danger from an open window.

The proper treatment and use of the eyes in study is worthy of careful consideration by parents, teachers and pupils. The apparently increasing number of young persons suffering from weak or diseased eyes, suggests the propriety of inquiring how far the schools are responsible, and what remedy can be applied.

The improper use, or abuse of the eyes by younger children usually comes from a want of direction or restraint on the part of those who have the care of them; by pupils older and well advanced in their studies, from their own indiscretion and often in spite of judicious advice. Hence the importance of proper care of parents and teachers at the outset, that children may be taught early the danger to which they are subject, and may learn how to avoid it, as they grow older.

Our school-rooms are generally constructed to secure a proper amount of light; and the pupils are seated so as to use the light in a manner most favorable to their eyes. A majority of the rooms are corner rooms, having large windows on two contiguous sides, admitting light on the

left side and behind the pupils. As a rule, the pupils are seated so as to face a blank, or dark wall.

In all the modern buildings, inside wooden blinds are attached to the windows, designed, no doubt, as a very desirable arrangement to exclude the sun's rays. Practically they are found to be exceedingly inconvenient in use and injurious to the eyes, because unmanageable to properly regulate the light. They require frequent adjustment and consume much of the teacher's time in opening and closing to secure a proper degree of light. With the best of management the strong contrast of the bright rays of the sun alternating with the semi-darkness of the room with closed blinds, is very trying to weak eyes.

During the past year, white Holland shades, mounted on spring rollers, have been attached to the windows of about fifty school-rooms. As a substitute for shutters, in regulating the light, the advantage is very decidedly in favor of the shades. The steady, white light diffused through the room is a great relief to the eyes of both teachers and pupils. Wherever white shades are furnished, little danger from improper light in the school-rooms is to be apprehended.

The distance at which the book should be held from the eye, by the pupil while reading, or studying lessons, and the position in writing, demand vigilant attention from the teacher. Nearsightedness and its increase are caused chiefly by the diminished distance at which the angle of vision is formed, when pupils bend the head near to the paper in writing, and hold the book near to the eyes while studying. Insufficient light aggravates the difficulty of forming the focus, strains the eyes and produces weakness. The dazzling rays of the sun shining into the face of a child, upon its book or desk, while studying, are specially harmful.

Pupils should not be required to sit or stand long in a constrained position. It has been said that this is a fault of the schools; but with how little reason may be inferred from the fact that the two classes, or subdivisions of

the classes, change position from sitting to standing and the contrary, alternating in the primary rooms every fifteen to twenty minutes, and in the higher departments, every half hour. Besides, recitation seats are provided in nearly all school-rooms, so that pupils are not necessarily required to stand at all. Then as a further relief, gymnastic exercises and recess movements give additional changes of position. If some indiscreet teacher has given occasion for such complaint it should not be charged as a general fault of the schools.

In this matter of guarding the health of the children the responsibility does not all belong to the teacher. The parent's duty is concurrent with that of the teacher. So confidential should be the relation of the two, that the parent may freely communicate information to the teacher that would often save the latter from serious mistakes and condemnation, and the child from needless suffering. The teacher when advised by the parent of any weakness or ailment of the child which requires special treatment will, rarely, if ever fail to give proper attention to the case. It can hardly be supposed that the teacher ought to know the physical condition of the fifty children under her care, as the mother knows her own child. No part of a teacher's duty is more perplexing than to determine when to make allowance for the infirmities of children that appear to enjoy ordinary health; nor is she likely to commit any other error that brings harsher censure for apparent misjudgment. A note from the parent, or better, a personal conference with teacher, would usually secure judicious treatment.

The watchful care of parents at home is indispensable to guard the children from serious mistakes, which are beyond the control of the teacher, and yet are often attributed to neglect or mismanagement in the school. The amount of study out of school, necessary for pupils to prepare their lessons, cannot be determined by teachers; and no rule has ever been established requiring any definite number of hours of study. The lessons are adapted, as nearly as possible, to the average capacity of

the class. Members of the class below the medium must necessarily make greater effort to learn the lessons than those above. A very faithful, or ambitious pupil, may feel impelled to make greater effort than health or physical strength will warrant. Hence, studying many hours in the day, or far into the night, will be likely to work evil results. The remedy is in the hands of the parents, who ought to know the habits at home and effect of over-study on the health of the scholar, as the teacher cannot. An interview with the principal of the school should be sought at once. If incapability to do the work of the class, without excessive effort, is evident, a return of the pupil to a lower class, or the dropping of a part of the studies and taking a longer time to complete the course, must be the alternative.

Nothing can ever be gained by attempting to crowd pupils faster than they are able to master well the studies assigned to them. The strong desire and ambition for rapid promotion, of pupils and parents combined, sometimes compel teachers to act contrary to their better judgment in advancing scholars to a higher class.

The danger of excessive application is, of course, in the higher grades, and is in proportion to the stimulus that urges the pupils to strive for the attainment of what they desire. This is greatest in the High School, very naturally, where so much depends on rank in scholarship. In this school the daily session closes at 2 o'clock P. M. When the arrangement was made for one session, instead of two, it was understood that the scholars should occupy so much of the time, during the afternoon and evening, as might be necessary for the preparation of the lessons for the next day. Practically, the pupils alone must determine how much of the seven hours after the closing of school is required. The parents only are competent to observe the effect of continued mental effort upon the health of their children and should exercise their judgment and authority in relation to it. No pupil in the High School, or in any school below it, needs to suffer seriously in health when parents take proper precautions and there is

a mutual understanding between them and the principal of the school. In order to ascertain the number of hours employed by the scholars of the High School in study out of school, 220 reports were received from parents, in answer to inquiries, respecting the amount of time spent each day in study, by their children, during the last half of the year; a period, it should be observed, including the annual examination and the preparation for it, demanding severer application than any other part of the year. The following compilation is made from the reports.

5	pupils studied at home	a ½ hour	. . . . .					each day.
16	"	"	more than a ½ hour, not more than 1 h.					"
18	"	"	about	1½				"
61	"	"	more than	1½ hours, not more than 2 h.				"
60	"	"	"	2	"	"	3	"
40	"	"	"	3	"	"	4	"
16	"	"	"	4	"	"	5	"
2	"	"	"	5	"	"	6	"
2	"	"	"	6½				"

From these reports it appears that 100 of the 220 pupils study less than *two* hours a day, and 100 from *two* to *four* hours each day. And the average of the whole school is two hours and forty minutes.

Sixty pupils find leisure to give from *one* to *five* hours to music each day. Many others devote time to lessons in dancing, to amateur theatricals, to opera, concerts and the various demands of "society," involving late hours and unhealthy nervous excitements. It has been found that some who have failed in scholarship and have suffered in health, have been yielding to the claims of social life *first*, and then to those of school, if they could. The double burden has not unfrequently been too great.

Without doubt pupils have been overworked in this school; but of these, many, even when not in school at all, have been in so imperfect health, that a minimum amount of confinement and study would be trying and hazardous. And here let me quote a remark of the principal, Mr. Curtis, in which he says,—"In all such cases,

I do not remember that a parent has ever given me seasonable information that the amount of school work was injuring the health of a son or daughter. Not till the mischief was done, have I learned what should have been communicated to me long before."

It should be understood, moreover, that the High School has a "*Special Class*," organized particularly for those who are known to be in too poor health properly to undertake full school work. Members of this class may spend in school either one or two hours each day, and pursue only one or two studies. Membership in this class secures all the privileges of the school to pupils taking whatever studies they choose, allowing them eventually to graduate as others of the regular classes do, whenever the course prescribed, which entitles a pupil to a diploma, shall have been completed. With such arrangements made for modifying the requirements of the school, it is not easy to see any good reason for complaints that pupils, qualified to pursue its course of study, are, or need to be, overtasked in performing the duties required.

The prosperity of our schools depends on the combined influence of all elements that contribute to their support. The public school system is, literally, a great corporation, comprising large interests and requiring great wisdom and ability for the management of its affairs. It has its board of directors, its officers and subordinate co-workers, whose faithfulness, skill and capability determine its character and measure of usefulness. Its stockholders are those who share its benefits in the education of their children and in the promotion of public interests. Unlike many other institutions, its stockholders have, at all times, a free opportunity to investigate the methods of

operations adopted, to compute the amount of profit they are deriving from their investment, to encourage meritorious service and utter their protests against abuses.

The future of this great enterprise, whether prosperous or disastrous, will most clearly depend upon the intelligent, wise and vigilant action of those most directly interested in its success. Indifference and neglect will prove only a little less harmful than mischievous meddling, or hostile attack. In this enterprise, it is not the skill of the bookkeeper in manipulating accounts, nor the stealthy withdrawal of funds from the vaults for private speculation, that needs to be feared and guarded against; —but how to secure the wisest plan of operations, the best talent, the most faithful and skillful performance of daily duties, in every department; these demand the first and earnest consideration of all parties concerned.

What the schools shall be, will be determined by what the people require, and what they are willing to do and contribute, to bring them to their standard of excellence. In every case the supply will be equal to the demand. Everywhere the quality of the schools indicates the estimated value of education by the people, and are ordinarily a good index of their intelligence and enterprise.

More than two hundred years ago the common schools were planted in New England and have been preserved to the present time. More than anything else, save the religious influence, it has given character to these States. Its continued existence through that long period is in itself proof of its intrinsic value. The growing appreciation of its worth, by the community at large, was never more apparent than now.

The following opinion of the public schools, was expressed by Chief Justice Swift, of Conn., many years since:

" Did I know the name of the legislator, who first con-

ceived and suggested the idea of common schools, I would pay to his memory the highest tribute of reverence and regard. I should feel for him a much higher veneration and respect, than I do for Lycurgus and Solon, the celebrated lawgivers of Sparta and Athens. I should revere him as the greatest benefactor of the human race; because he has been the author of a provision, which, if it should be adopted in every country, would produce a happier and more important influence on the human character, than any institution which the wisdom of man has devised."

Respectfully submitted,

A. PARISH, *Sup't Schools.*

NEW HAVEN, CONN., Aug. 31, 1879.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish by its course of study.

I. The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their application in the various departments of industrial life.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II. As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, High School Course.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one term, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping.—A complete knowledge of the Theory of Accounts, Journalizing, Posting and Settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship.—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law.—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, etc.

Correspondence.—A variety of topics connected with the details of business will be given the pupil designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression, and style corrected.

Arithmetic.—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Averages, Partial Payments, Equation of Payments, and Partnership Settlements.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third optional. The optional studies are in italics.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place during the last week of the Winter Term. Pupils residing in the city must be present at the regular examinations unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons: but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

The following are the branches on which the candidates are examined for admission: Arithmetic, English Grammar, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

The candidate must be familiar with "French's Common School" ARITHMETIC, omitting Arithmetical and Geometrical Progression; and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Harper's Common School Geography, or its equivalent, is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States is required.

Good penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in Latin, Greek, French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April, 1879.

ARITHMETIC.

Time, 3 *hours.*

1. If the dividend is 5,443,200, and the several successive divisors are 9, 14, and 600, what is the final quotient?

2. How many yards of fence will be required to inclose a tract of land 2 mi. 45 rd. long and 225 rods wide?

3. Which of the numbers 5, 6, 7, 8, 11, 14, 17, 19, 20 are prime numbers?

4. Find the least common multiple of the nine digits.

5. A merchant sold a pair of gloves for $\frac{15}{16}$, that had cost him $\frac{13}{16}$. What did he gain?

6. If 3 lb. 8 oz. of opium cost $16.62½, what is the cost of 1 pennyweight?

7. If tea that cost $1.20 a pound is sold at $1.50, at what per cent. of the cost is it sold?

8. If I exchange 65 shares of bank stock at 26 per cent. premium, for R. R. stock at 9 per cent. discount, how many shares will I receive?

9. How much will be due June 19, 1879, on a note for $1750, dated Springfield, Mass., June 19, 1877, with interest?

10. Find the present worth of, and the discount on $56, due in 7 mo. 6 da. in N. Y.?

11. If I buy a draft for $1,285 in Pittsburg to send to Louisville, at ¼ per cent. discount, how much does it cost me?

12. A's property is assessed at $6,750, and B's at $13,575; and A's tax is $52.65. How much is B's tax?

13. If a building 13 ft. high casts a shadow 4 ft., what length of shadow will a church spire 346¾ ft. high cast at the same time? (By proportion).

14. Change to meters and add 14.83^{dm}, 75.6^{hm}, and 948^{cm}.

15. What is the length of one side of a square, which contains 8836 sq. feet?

16. What is the length of one edge of a cube which contains 162,144 cubic inches?

17. Two men start from the same place, at the same time. One of them travels south, at the rate of 3 miles an hour, and the other west, at the rate of 4 miles an hour, for 7 hours. Then they travel directly towards each other at the rate of 3½ miles an hour, till they meet. How many hours do they travel, and how many square miles of area do they travel around?

18. What is the area of a lake 721 rods in diameter?

19. In a stick of timber 50 ft. long, and 7 by 10 inches, there are how many feet timber measure? How many feet board measure?

20. How many meters of carpeting 0.7^{m} wide will be required to carpet a room 4^{m} long and 3.5^{m} wide?

How many cubic meters of earth must be removed to dig a cellar 14.5^{m} long, 4.6^{m} wide and 2.3^{m} deep?

ENGLISH GRAMMAR.

Time, 3 *hours.*

1. Write a sentence which shall contain, at least, *five* parts of speech. Name them.

2. Write the plurals of 1. Story. 2. Chimney. 3. Cargo. 4. Footman. 5. Sky. 6. Ox. 7. Beau. 8. Child. 9. Mouse. 10. Handful.

3. Explain the following terms used in Grammar, and state to what part of speech they apply:

1. Comparison. 2. Conjugation. 3. Declension. 4. Ordinals. 5. Predicate.

4. Write three sentences, one containing *who* as a relative pronoun, one containing whom as a relative and whom as an interrogative.

5. Write the principal parts of the verbs, 1. Lie (to recline). 2. Lay. 3. Flee. 4. Wear. 5. Throw.

6. Change the verbs in the following sentences from the *active* to the *passive* voice, preserving the full sense:

1. The people of Lynn manufacture great quantities of shoes.
2. The first fresh dawn awoke us.

7. Name five auxiliary verbs.

8. Give a synopsis of the verb *know* in the third person, singular number, of all the moods and tenses in the active voice.

9. Write correctly the following sentences, and state what rule of syntax is violated:

1. The derivation of these words are uncertain.
2. I cannot give you no more money.
3. That would be improper for you and I to do.
4. Who are you looking for?
5. It was him and me that were chosen to go.

10. Write sentences to illustrate the 1. progressive, 2. interrogative, 3. emphatic form of the verb *go*.

Analyze the following passage, and parse the words in italics.

Him the *Almighty Power*
Hurled headlong, flaming from the *ethereal* sky,
With hideous ruin and combustion, *down*
To *bottomless perdition*.

Maximum, 15 credits for analysis.
Maximum, 15 credits for parsing.

Write a composition of not less than fifteen lines on the subject: "Newspapers." Maximum, 20 credits.

HISTORY OF THE UNITED STATES.

Time, 3 hours.

1. Write a brief account of the voyages and discoveries of Columbus.

2. Name the three earliest settlements made within the present limits of the United States. In what years?

3. Give an account of the New Haven Colony; and show how the three Colonies of Connecticut were united.

4. Give an account of the witchcraft delusion.

5. Give an account of the discovery of Hudson River and the settlement of Manhattan Island.

6. Describe the character and conduct of Wm. Penn in relation to the early settlement of the colonies.

7. Who was the leading man in the settlement of Georgia, and what can you say of his expedition southward?

8. Give an account of the first hostile act of the French and Indian war.

9. On what mission was Washington sent? Give an account of his journey.

10. Mention five battles of the French and Indian war; name the commander on each side, in each battle; and tell who conquered.

11. State some of the causes of the American Revolution; where the conflict began.

12. When and where did "The First Continental Congress" meet? Name some of its acts.

13. Describe what Benedict Arnold did.

14. Give an account of the battle at Trenton.

15. Describe the condition of Washington's army at Valley Forge.

16. State the circumstances of Andre's arrest, and the result.

17. Give an account of the siege of Yorktown and its results.

18. Write the names of the presidents of the U. States, in order, and state how many years each held the office.

19. Write ten dates (years) in the history of the U. States, and state what important event took place in each year named.

20. State what important event characterized the administration of each of the following presidents: Madison, Polk, Buchanan, Lincoln and Grant.

HILLHOUSE HIGH SCHOOL.

Annual Examination, April, 1879.

CLASSICAL GEOGRAPHY.

Fourth Class.

1. Situation and modern name of Lusitania, Meröe, Vindobona, Tauric Chersonese, Byzantium.

Situation and ancient name of Cologne, York, Leyden, Sea of Marmora, Rock of Gibraltar. (5)

Describe the Jordan and the Dead Sea. (5)

2. Draw an outline map of Gallia Transalpina, locating the principal rivers, mountains, towns and tribes. (10)

3. The Mare Internum—divisions, characteristics, importance in advancing civilization. (5)

Describe the following rivers, giving the ancient names, and the provinces through which they flow: Ebro, Rhone, Danube, Don, Halys. (5)

4. What and where were Padan-Aram, Cithaeron, Iberus, Tempe, Sabrina, Sporades, Meander, Edessa? (4)

Name the islands forming the Cyclades. (1)

Where was Thessalonica, and of what Roman road was it the terminus? (1)

Where were Corinth, Delphi, Chalcis, Sparta, Mycenae, Thebes? (2)

Where was the Roman place of banishment? (1)

5. Describe the city of Rome, illustrating by a diagram the position of the hills, the Forum Boarium, Forum Olitorium, Campus Martius, Circus Maximus, Colosseum and Forum Romanum. (7)

Name three important cities on each of the rivers Euphrates and Tigris. (3)

ANCIENT HISTORY.

Fourth Class.

1. *What* and *where* were Mœris, Cheops, Corcyra, Thermopylæ, Egesta, Marathon, Ossa, Colchis, Sardis, Piræus, Mantinea, Arginusæ, Elis, Athos, Memnon? (5)

2. Describe the siege of Tyre by Nebuchadnezzar.(1) By Alexander.(1) Name the kings of the Chaldean Dynasty of Assyria. (1)

Into whose power did the Second Assyrian Empire pass? Egypt? Persia? Greece? (3)

Explain fully the cause of the early civilization of Egypt.(3) Mention four of the principal cities of Egypt, and name the founders.(1). Who was the last king of Egypt? (1)

3. What was the Persian idea of justice? (1)

What principles were taught by Zoroaster?(2) Of what sect was he the founder?(1) Who succeeded Cyrus the Great on the throne of Persia?(1) Describe his character, and mention the most important events of his life. (5)

Who was Sesostris? Plato? Nimrod? Alexander? Menes? Pharnabazus? Pelopidas? Nebuchadnezzar? Osiris? Elam? Draco? Dejoces? (4)

4. Draw an outline map of Greece, showing the position of each state.(5) Describe the Oracle of Delphi.(2) Mention *six*, or *more*, instances of oracular responses, and state the circumstances connected with *three* of them. (4)

For what are we indebted to Solon? (1)

What important event occurred 479 B. C.? 538 B. C.? 490 B. C.? 431 B. C.? (3)

5. Give the terms of peace between Athens and Sparta, which terminated the Peloponnesian War. (2)

What became of Conon, Thrasybulus, Cyrus the Great, Critias, Belshazzar, Pausanias, Epaminondas, Alexander, Sardanapalus ?(3) Why did Themistocles flee from Greece, what route did he take, and where did he die? (3)

Who is said to have founded the first public library? (1)

FRENCH.

Fourth Class.

1. How is the feminine of adjectives formed? Give all the irregular eminine forms of adjectives that you know.

Give the possessive adjectives in all their forms. Give the rules for the agreement of possessive adjectives, with examples. (10)

2. What are the disjunctive personal pronouns? Give four uses of these pronouns.

When objective pronouns are placed before the verb in what order should they be arranged? (10)

3. Give the rule for the formation of the plural persons of the present tense of the indicative.

Give the rule for forming the future tense. Give the irregular future forms. (10)

4. Inflect the present tense of *dire*, *faire*, *boire*, *envoyer*, *appeler*, *mener*, *jeter*, *devoir*, *manger*, *aller*, *commencer*, *choisir*. (12)

5. Write in French the following questions, with an answer to each which shall be a complete sentence and contain pronouns used instead of the nouns. Make every other answer negative.

Will the postman bring a letter for my aunt?
Has your sister sent the note to her friend?
Has the servant taken the children to school?
Shall we send flowers to the sick woman?
Have you lent those books to your friends?
Have I lent you my geography?
Is my mother going to send me with my little brother to her sister's?
Does this mother think always of her absent son?
Does she speak often of him to her friends?
Have we paid the butcher for the meat?
Can you wait for your friend?
How many chairs are there in your room?
Shall I read the newspaper to you? (28)

6. Translate:—

Télémaque, voyant qu'ou lui avait destiné une tunique d' une laine fine, dont la blancheur effaçait celle de la neige, et une robe de pourpre avec une broderie d'or, prit le plaisir qui est naturel à un jeune homme, en considérant cette magnificence.

Mentor lui dit d'un ton grave: Sont-ce donç là, ô Télémaque, les pensées qui doivent occuper le coeur du fils d'Ulysse? Songez plutôt a soutenir la réputation de votre père, et à vaincre la fortune qui vous persécute. Un jeune homme qui aime à se parer vainement comme une femme, est indigne de la sagesse et de la gloire. La gloire n'est due qu'à un coeur qui sait souffrir la peine et fouler aux pieds les plaisirs.

Télémaque répondit en soupirant: Que les dieux me fassent périr plutôt que de souffrir que la mollesse et la volupté s'emparent de mon coeur! Non, non, le fils d'Ulysse ne sera jamais vaincu par les charmes d'une vie lâche et efféminée. Mais quelle faveur du ciel nous a fait trouver, après notre naufrage, cette déesse ou cette mortelle qui nous comble de biens? (10)

7. Dictation. (10)

8. Reading for pronunciation. (10)

ANCIENT AND MEDIÆVAL HISTORY.

Third Class.

1. Give an account of the patricians and the plebeians. (2)
Origin and history of the "Laws of the Twelve Tables." (2)
By whom was the temple of Janus built, and at what times was it closed before the reign of Nero? (1)
Extent of the Roman Empire at the beginning of the Christian era. (2)
2. Give the situation of the following places, and state, with date, why each is celebrated: Nice, Zama, Palatine Hill, Mecca, Syracuse. (5)
Policy of Theodoric the Great toward those whom he conquered. (2)
3. Mention the nation to which each of the following belonged, and state for what he was noted: William Tell, Genghis Khan, Pontius Cominius, Enrico Dandolo, and Pepin of Heristal. (5)
Brief sketch of the life and character of Charlemagne, Hannibal, Joan of Arc, Alfred the Great. (8)
4. Give an account of Magna Charta. (2)
Time, object, and results of the crusades. (5)
Chivalry. (5)
5. Who were the contending parties at Châlons, and which was victorious; at Hastings; Tiberiad; Poictiers (1356); Metaurus? (5)
Give the names of the kings of England in their order of succession from Edward the Confessor to 1420. (2)
Name the different dynasties of French sovereigns from 448 to the time of Charles VII, and give an account of the reign of one of the kings of the House of Valois. (3)

RHETORIC.

Third Class.

1. What is the Indo-European Family of languages?
What characteristic features distinguish it from other families of languages?
What groups does it include?
What position has the English language in a classification of languages? (6)
From what sources are the words in the last two extracts of this paper derived? (5)
2. In what ways may command of words be obtained?
What is a barbarism?
Compare *purity* and *pureness*, in respect of verbal formation.
Give the law suggested, with illustrations and exceptions.
Give criticism upon the words *waitress*, *docible*, *walkist*, *sang froid*, *matin*.
Give synonyms of the words *old*, *calamity*, and *conceal*, with distinctions of meaning. (10)
3. Name five divisions of the subject, "Construction of Sentences."
Give five subordinate rules to be observed in maintaining the unity of a sentence. Explain and illustrate one of these subordinate rules. (6)
Criticise and correct, if possible, the following sentences.
Holland a country wholly rescued from the sea, which possesses very little natural advantages, has been converted into one vast garden by the industry of its inhabitants.
Philip the Bold had returned from Africa with the coffin of his father, of several princes of the blood, and powerful lords.—*Green's Med. Hist.*
This warlike religion inspired the Northmen with contempt for life and invincible bravery.—*Green's Med. Hist.*
If the diet of Frankfort solemnly proclaimed the independence of the empire with regard to the Holy See, Lewis of Bavaria gave a new blow to the unity of the imperial government, by ordering the judges to follow the laws of each province; and increasing their number himself, by publishing a special code for Upper Bavaria.—*Green's Med. Hist.* (5)
4. Write the following passage correctly in respect of capitals and punctuation, and give reason for each change.

For once upon a raw and gusty day
The troubled tiber chafing with her shores
Cæsar said to me darest thou cassius now
leap in with me into this angry flood
and swim to yonder point. (6)

Define the term Figure as used in Rhetoric. Illustrate the definition by the example, "To the upright there ariseth light in the darkness."

Name the most common Figures.

Define Metonomy, Personification, and Irony, and give examples. (6)

5. Explain the Figures in the following passages.

The soul's dark cottage, battered and decayed,
Lets in new light through chinks that time has made.

Weariness
Can snore upon the flint, when resty sloth
Finds the down pillow hard.

If any man among you seemeth to be religious, and bridleth not his tongue, but deceiveth his own heart, this man's religion is vain.

Government patronage should not be so dispensed as to train up a population to the one pursuit of boring gimlet-holes into the treasury, and then of seeking to enlarge them as rapidly as possible into auger-holes. (6)

ALGEBRA.

Third Class.

1. Given $\left\{\begin{array}{l}\dfrac{x}{a+b}-\dfrac{y}{a-b}=\dfrac{1}{a+b}\\[2ex] \dfrac{x}{a+b}+\dfrac{y}{a-b}=\dfrac{1}{a-b}\end{array}\right\}$ to find x and y. (10)

2. (*a*) Expand $(x^2+y)^3$ and multiply the result by $\left(x^{-m^{-3}}\right)^{-m^{5}}$, admitting no negative exponents in answer. (5)

(*b*) Solve the equation $\dfrac{1}{x}+\dfrac{1}{a}=\sqrt{\dfrac{1}{a^2}+\sqrt{\dfrac{4}{a^2x^2}+\dfrac{9}{x^4}}}$. (5)

3. (*a*) Given $\dfrac{1}{1-\sqrt{1-x^2}}-\dfrac{1}{1+\sqrt{1-x^2}}=\dfrac{\sqrt{3}}{x}$ to find x. (6)

(*b*) By discussion of the principle, "A trinomial is a perfect square when two of its terms are perfect squares and positive, and the third term is twice the product of their square roots, and either positive or negative," obtain one of the methods of completing the square in quadratic equations. (4)

4. Solve the equation $(7-4\sqrt{3})x^2+(2-\sqrt{3})x=2$. (10)

5. Find the values of x and y in the equations $\left\{\begin{array}{l}x^2-y^2-(x+y)=8\\(x+y)(x-y)^2=32\end{array}\right\}$ (10)

6. A certain number consists of two digits. If the first digit be divided by the second, there will be a quotient of 1 and a remainder of 1; but if the digits be inverted, and if this new number be multipled by the first number, the product will be 5092. What is the number? (10)

7. (*a*) Demonstrate Proportion by Alternation and Inversion. (2)

(*b*) In tunnelling a mountain 3100 feet through, the workmen at the east end proceeded 2 feet the first day, 3 feet the second, 4 feet the third, and so on, while at the west end the work progresses at the rate of 1 foot the first day, 2 the second, 4 the third, 8 the fourth, and so on. At the end of ten days how far apart will the two bodies of workmen be. (8)

8. *Obtain* the formula for finding the nth term of any series; from this *write* the formula for finding the sum of n terms in any series. (10)

9. Write six terms in the expansion of $\frac{1}{(a^{-2}+2b^{\frac{2}{3}})^{\frac{2}{5}}}$ into an infinite series. (10)

10. If the first, second and third terms in the expansion of $(x+y)^n$ are respectively 16, 96 and 216, what are the values of x, y and n? (10)

GERMAN.

Third Class.

1. Give rules for reflective verbs—state which auxilliary verb is required to conjugate them, and name the exceptions.

2. Conjugate the verb sich beeilen—give first person plural in all its moods and tenses.

3. Translate: I recollect his *name*. Address yourself to the king. They revenged themselves on their *enemies*. You are mistaken, sir. We *rejoice* greatly to see you.

Give rules for italicized words.

4. Translate: Wie? Was? Mein Mann?—Ja, wahrhaftig, da ist er! Herzlich willkommen, lieber Dorsigney. So bald erwartete ich Sie nicht. Nun! Sie haben doch eine glückliche Reise gehabt? Aber wie so allein? Wo sind Ihre Leute? Ich hörte doch Ihre Kutsche nicht. Nun, wahrhaftig, ich besinne mich kaum—ich zittere vor Ueberraschung und Freude.

5. Correct the following sentences: Der Buch liegen an die Tisch. Welchen ist ihren Hut, diesen oder jenen? Wer hat diesen Buch bringen? Hier ist den Knabe, welches seinen Buch verlieren hat. Ich habe ein Brief schrieben, und meiner Bruder hat es abschrieben.

6. Translate:—

Mein Lieben.
Wie könnt ich dein vergessen!
Ich weiß, was du mir bist,
Wenn auch die Welt ihr Liebstes
Und Bestes bald vergißt.
Ich sing' es hell und ruf' es laut,
Mein Vaterland ist meine Braut!
Wie könnt ich dein vergessen!
Ich weiß, was du mir bist.

7. Translate: Beruhigen Sie sich, gnädige Frau! Mein Herr befindet sich ganz wohl, aber wir sind in einer grausamen Lage. Wenn Sie wüßten—doch, Sie werden alles erfahren. Mein Herr hat sich zusammen genommen, der gnädigen Frau, die er seine Tante nennt, sein Herz auszuschütten; Ihnen verdankt er alles was er ist, zu Ihnen hat er das größte Vertrauen. Hier schreibt er Ihnen, lesen Sie und beklagen ihn.

8. Translate: Das Bild stellt ein lachendes Kind vor. Die folgende Aufgabe ist zu übersetzen. Campes' Robinson Crusoe ist ein sehr unterhaltendes und belehrendes Buch. Das Zeichnen ist eine angenehme Beschäftigung. Hatten Sie die Ehre, seine Bekanntschaft zu machen?

9. Write and translate two stanzas of any German poem.

10. Reading for pronunciation.

ENGLISH LITERATURE.

Junior Class.

1. What Saxon sovereign is most intimately connected with Saxon literature? Give the leading events of his life and some account of his literary labors.

2. Effects of the Norman Conquest upon the literature of England.

Name the principal writings of Robert Longlande; of William Dunbar; of Gavin Douglas.

3. Why is Twelfth Night so named? Source whence its plot is derived. How may the date of the play be determined? Give an account of the conspiracy against Malvolio, and explain the motives of the conspirators.

4. Name the chief characters in Julius Cæsar, and describe one of them.

5. Locate the following and explain the italicized passages:

"*Wherefore have these gifts a curtain before 'em?* are they like to take dust, *like Mistress Mall's picture?* why dost thou not go to church *in a galliard*, and come home *in a coranto?*"

"*Disrobe the images,*
If you do find them *deck'd with ceremony.*"

"If thou *thou'st him* some thrice, it shall not be amiss."

"*It is the bright day that brings forth the adder,*
And that craves wary walking."

"Coming from Sardis, on *our former ensign*
T'wo mighty eagles fell, and there they perched.
This morning are they fled away and gone;
And in their stead do ravens, crows, and kites
Fly o'er our heads."

PHYSICS.

Junior Class.

1. (*a*) Define Capillary Force, and state the laws which govern its action.

(*b*) At the surface of the earth a body weighs 100 pounds; what would it weigh five miles above the surface?

2. (*a*) Explain the method of obtaining the specific gravity of solids lighter than water.

(*b*) How many cubic inches in a block of ice which weighs 75 lbs., the specific gravity of ice being .93?

3. (*a*) Draw a figure of the forcing pump, and explain its action.

(*b*) In the air chamber of the forcing pump, the air is compressed into half its former bulk; how high will the water be thrown?

4. (*a*) Mention the methods of communicating motion by machinery, and give illustrations of each.

(*b*) How much water will be discharged from an orifice having an area of one square inch, in one hour, the orifice being 100 feet below the surface, making the usual allowance for friction?

5. (*a*) Explain that when a cord fastened at both ends is struck, it vibrates as a whole, and in ventral segments at the same time?

(*b*) Describe the appearance of the image made by a concave mirror, when the object is placed in three different positions in reference to the center of curvature.

POLITICS AND UNITED STATES HISTORY.

Junior Class.

1. What were the leading features and defects of the Confederation and how was the present Constitution adopted? State briefly the mode of amendment and the purport of the most important amendments which have been made. In what fundamental particulars does the Constitution differ from the Articles of Confederation? When and where was the government under the Constitution established? (10)

2. State the respective qualifications necessary for the office of President, Senator and Representative. Supposing a Senator and Representative from Connecticut should die in October, 1879, how would the vacancy in each

case be filled, and for how long a time would the new members of Congress occupy their seats? When did the First Session of the Forty-Third Congress begin, and up to what time was its legal existence limited? Name and describe the principal officers of each House of Congress and the way in which they are appointed. Describe briefly the method of electing the President. (10)

3. When was the State Constitution in Connecticut adopted? Under what instrument had the Government of the State been carried on before that time and for how long? Name the officers who are elected on the State ticket and their principal duties.

What are the qualifications for a voter in Connecticut and what body of men has the power to make voters? When does a voter forfeit his right to vote and how can he regain it? What is a charter and by what body is it granted? Describe the usual business which comes before the Legislature and the method of passing laws. (10)

4. Explain briefly the principal rights and duties of an American citizen. Describe the division of powers between the Federal, State and local governments, stating the interests which each has charge of. What are the functions of a grand jury? Who was the original owner of unsettled lands within the territory of the United States and how have any of them been disposed of? (10)

5. State how the territory of the following states became a part of the territory of the United States: New Hampshire, Ohio, Florida, Texas, Louisiana, California.

Briefly describe or explain with dates the following: (1) Shay's Rebellion; (2) the Genet Affair; (3) the Missouri Compromise; (4) the Erie Canal; (5) Nullification in 1832; (6) the Know-Nothing party; (7) the Omnibus Bill; (8) the National Bank system.

MODERN HISTORY.

Junior Class.

1. Sketch in outline the leading events in the English civil war of 1642, and illustrate by map the campaigns of each army and the movements of Charles I. until his execution.

2. How are the following names connected with European history? Pavia, Carberry Hill, Frondeurs, Levellers, Lady Arabella Stuart, Invincible Armada, Prince Eugene, Pultowa, Warren Hastings, Malesherbes.

3. What sovereign may be regarded as the great adversary of William III. of England? Contrast the early and the later years of each. Character of William. Important bills passed in his reign.

4. What derisive title was applied to the palace which once occupied the site of the present Clarendon Hotel, London? Its significance.

By whom were the palaces of the Tuileries, Hampton Court and Versailles erected? Name historical events of especial interest connected with them.

5. For what beneficent institutions, and enterprises of national importance, is France indebted to Colbert? Name Colbert's predecessor and state the manner in which he forfeited royal favor.

Give an account of the Gobelin tapestries.

GREEK AND ROMAN HISTORY.

Junior and Third Classes.

1. What were the bonds of union among the early Greeks?

Give an account of one of the characters of the Heroic Age.

Compare the government and policy of Athens with those of Sparta, earliest form of government among the Greeks; changes in their government at different periods.

Explain the following terms: Peloponnesus, Helots, Pythia, Heraclidæ, Ecclesia, Piraeus. (10)

2. Give, with dates, a full account of the Olympic games; of the legislation of Lycurgus.

What were the objects of interest at Athens in the time of Pericles?

Give a brief account of the expedition of Cyrus the Younger, and either the life of Alexander or that of Socrates. (10)

3. Causes of the Persian wars; time and principal events; important battles; celebrated characters; results.

State the circumstances of two cases of ostracism.

Who were the contending parties at the battle of Platæa, and which was victorious; at Cunaxa; Issus; Leuctra? Give dates.

Give some account of two men famous in Greek literature. (10)

4. Give an account of the reign of Numa Pompilius.

Explain the Agrarian law and the Licinian law, and give an account of the Gracchi.

Give a full account of the siege of Veii and the battle of Pharsalia. (10)

5. Quirites, toga pretexta, penates, cloaca maxima, plebeians, forum; define or describe these terms.

Time, principal events, and results of the Punic wars.

Name the seven kings and the "five good emperors" of Rome. State the circumstances of the burning of Rome, A. D. 64.

Mention the time of the following events; (1) founding of Rome, (2) establishment of the republic, (3) death of Cæsar, (4) final division of the empire, (5) fall of the empire. (10)

6. Draw an outline sketch of the city of Rome and indicate the location of the following: Seven Hills, Mons Pincius, Via Sacra, Via Flaminia, Via Appia, Colosseum, Campus Martius, Forum Romanum, Jupiter Capitolinus.

Describe the Colosseum.

Mention the changes in the government of Rome, and state the respective duties of the magistrates. (10)

7. The Jugurthine War.

Give an account of the two triumvirates; their purpose, formation, and results.

State the important events in the political career of Cicero and of Catiline. (10)

8. Describe briefly the houses, meals, dress, schools, and elections of the Romans.

Name the provinces of the Roman Empire at the period of its greatest extent, and give the order and manner of their acquisition. (10)

CHEMISTRY.

Junior Class.

1. (*a*) Mention the characteristic properties of O, H, N and C. (5)

(*b*) Write what you can regarding Hydrogen tones. (5)

2. (*a*) How much O would be required to oxidize the metallic Cu which could be reduced from its oxide by passing over it, when white hot, 20 grams of H gas? (5)

(*b*) Write the reaction for the preparation of CO_2. (5)

3. (*a*) Explain the chemistry of a candle flame. (5)

(*b*) Describe the process of petrifaction. (5)

4. (*a*) Give an account of the manufacture of H_2SO_4. (5)

(*b*) What oxides are formed by the combustion of Na, K, Zn, S, Fe, Pb, Cu, P? (5)

5. (*a*) Mention four distinctions between organic and inorganic bodies. (5)

(*b*) The source, preparation and properties of starch. (5)

VIRGIL.

Junior Class.

1. Give the incidents suggested by the following: Iphigenia; rapti Ganymedis honores; Dido germanum fugiens; facti de nomine Byrsam; ut Cupido pro dulci Ascanio veniat.

2. Translate—

Jupiter— * * * * —
Hunc laetum Tyriisque *diem Trojaque profectis*
Esse velis, nostrosque hujus meminisse minores.
Adsit laetitiae Bacchus dator, et bona Juno.
* * * * * *
Dixit, et in mensam *laticum* libavit honorem,
Primaque, *libato*, summo tenus attigit ore;
Tum Bitiae dedit increpitans; ille impiger hausit
Spumantem pateram, et pleno se proluit auro.
Post alii proceres. *Cithara* crinitus Iopas
Personat aurata, docuit quem maximus Atlas.

3. Syntax of italicized words. Synonyms of pateram with distinction of meaning. Explain the connection of minores, crinitus and personat with their English derivatives. What rhetorical figures in the extract? Explain the subjunctives.

4. Translate—

Hic Priamus, quamquam in media jam morte tenetur,
Non tamen abstinuit, nec *voci* iraeque pepercit:
"At tibi pro scelere," exclamat, pro talibus ausis,
Di, si qua est coelo pietas, quae talia curet,
Persolvant grates dignas et praemia reddant.
* * * * * *
At non *ille*, satum *quo te* mentiris, Achilles
Talis in hoste fuit *Priamo* sed jura fidemque
Supplicis erubuit, corpusque exsangue sepulchro
Reddidit Hectoreum, meque in mea regna remisit."
* * * * * *
Cui Pyrrhus: "Referes ergo haec et *nuntius* ibis
Pelidae genitori; illi mea tristia facta
Degeneremque Neoptolemum narrare memento
Nunc morere." Hoc dicens, altaria ad ipsa trementem
Traxit et in multo lapsantem sanguine nati,
Implicuitque comam laeva, dextraque coruscum
Extulit ac lateri *capulo* tenus abdidit ensem.

5. Syntax of italicized words. Principal parts of pepercit, ausis, erubuit, persolvant, satum. Give English derivatives from remisit, traxit, lapsantem, dextra, lateri, and explain their connection with the Latin. Reason for the mode of est; of curet; of reddant. Who are designated by Hectoreum, Pelidae, Neoptolemum?

6. Synonyms of dicere, morior, litus, animus, omen, with distinction of meaning. Explain from their derivation the following words: unanimous, degrade, duplicate, fiction, capital, convention.

Give two correct Latin forms for the following: Æneas, more distinguished than all others, presents himself a companion.

7. Write an account of Roman life embracing these particulars; description of a Roman house; names and offices of the principal Roman deities; modes of divination; funeral rites.

8. Translate—

At genus e silvis Cyclopum et montibus altis
Excitum ruit ad portus et litora complent.
* * * * * *
* * * Nunc qua ratione, quod instat,
Confieri possit, paucis—adverte—docebo.

Venatum Æneas unaque miserrima Dido
In nemus ire parant. * * *
* * * * *
Quin, ut te supplex peterem et tua limina adirem,
Idem orans mandata dabat. *Gnatique* patrisque
Alma, precor miserere. * * * *
Si potuit Manes arcessere conjugis Orpheus,
Threicia fretus *cithara* fidibusque canoris,
Si fratrem Pollux alterna morte redemit,
Itque reditque *viam* toties. *Quid* Thesea magnum,
Quid memorem Alciden? Et *mi* genus ab Jove summo.

9. Syntax of italicized words. Reason for the difference of number in ruit and complent. Rule by which the compounds of facio form their passive. Explain the allusions in the last five lines.

10. Scanning with application of rules.

CICERO.

Junior Class.

1. Translate—

An leges, quae de civium Romanorum supplicio rogatae sunt? At numquam in hac urbe qui a republica defecerunt civium jura tenuerunt. An invidiam *posteritatis* times? Praeclaram vero populo Romano refers gratiam, qui te *hominem* per te cognitum, nulla *commendatione* majorum tam mature ad summum imperium per omnis honorum gradus extulit, si propter invidiae aut alicujus *periculi* metum salutem civium tuorum negligis. Sed si quis est invidiae metus num est vehementius severitatis ac fortitudinis invidia quam inertiae ac nequitiae pertimescenda? (12)

2. Construction of italicized words. Give the derivation of *supplicio*, *invidiae*, *periculi* and *fortitudinis* and the meanings of the terminations. Supply the verb with *leges*. Explain the meaning of "*per te cognitum*" and define the "*omnis honorum gradus*." When and under what circumstances was Cicero's first oration against Catiline delivered? (5)

3. Translate—

Est etiam nobis is animus, Quirites, ut non modo *nullius* audaciae cedamus, sed etiam omnis improbos ultro semper lacessamus. Quod si omnis impetus domesticorum hostium, depulsus a vobis, se in me unum convertit *vobis* erit videndum, Quirites qua *condicione* posthac eos esse *velitis*, qui se pro salute vestra obtulerint invidiae *periculisque* omnibus: *mihi* quidem ipsi, quid est quod jam ad vitae fructum *possit* adquiri, cum praesertim neque in honore vestro, reque in gloria virtutis, quicquam videam altius, quo mihi *libeat* ascendere? (12)

4. Syntax of italicized words. What is the subject of *videndum erit?* How did Cicero obtain legal evidence against the conspirators? Give the synopsis of *velitis* in this number and person. (5)

5. Translate—

Sancit ne quis eorum poenam quos condemnat aut per senatum aut per populum, levare possit; eripit etiam spem, quae sola hominen in miseriis consolari solet; bona praeterea publicari jubet; vitam solam relinquit nefariis hominibus, quam si eripuisset, multos uno dolores animi atque corporis et omnes scelerum poenas ademisset. Itaque, ut aliqua in vita formido improbis esset posita, apud inferos ejus modi quaedam illi antiqui supplicia impiis constituta esse voluerunt, quod videlicit intelligebant, eis remotis, non esse mortem ipsam pertimescendam. (14)

6. Supply the subject of *sancit* and the word with *uno*.

What two methods of punishment were proposed for the conspirators and which was adopted? What law was violated by this action and what was the effect on Cicero's life? (5)

7. Translate—

Quem enim imperatorem possumus ullo in numero putare, cujus in exercitu centuriatus veneant atque venierint? Quid hunc hominem magnum aut amplum de republica cogitare, qui pecuniam, ex aerario depromptam ad bellum administrandum, ant propter cupiditatem provinciae magistratibus diviserit, ant propter avaritiam Romae in quaestu reliquerit? Vestra admurmuratio facit, Quirites, ut agnoscere videamini qui haec fecerint. (14)

8. Comment upon *centuriatus veneant, cupiditatem provinciae.* Derivation of *aerario, pecuniam, avaritiam.* (4)

Latin Prose.

1. I do not desire the same things as an old man that I desired when a boy.
2. Whether the Romans have conquered or are conquered, is uncertain.
3. Ought he not to have shed his blood for his country?
4. It can not be denied that he has been acquitted of the capital charge.
5. It is your business to strive that no one may be dissatisfied with the peace.
6. The dwellings which you promised to finish, you have not finished, but we must finish them ourselves.
7. The load was too heavy for the boy to carry.
8. However wise we may be, we need friends to help us.
9. If my advice had prevailed (valeo), you to-day would be a beggar (egeo), we should be free.
10. Would that you thought (credo) as I did, or if that is not possible, would that you would think, that I mean well. (20)

Translation at Sight.

Scipio Nasica cum ad poetam Ennium venisset, eique ab ostio (door) quaerent: Ennium ancilla (maid-servant) dixisset domi non esse; Nasica sensit illam domini jussu dixisse et illum intus esse. Paucis post diebus cum ad Nasicam venisset Ennius, et cum a janua quaereret, exclamat Nasica, se domi non esse, Tum Ennins, 'Quid,' inquit, 'ego non cognosco vocem tuam? Hic Nasica, 'Homo es impudens; ego cum quaererem, ancillae tuae credidi, te domi non esse; tu mihi non credis ipsi.' (5)

GREEK.

Junior Class.

1. Translate—*ἔνθα δὴ μέρος τι τῆς εὐταξίας ἦν θεάσασθαι, ῥίψαντες γὰρ τοὺς πορφυροῦς κάνδυς ὅπου ἔτυχεν ἑκαστος ἑστηκὼς, ἵεντο ὥσπερ ἂν δραμοι τις περὶ νίκης καὶ μάλα κατὰ πρανοῦς γηλόφου, ἔχοντες τούτους τε τοὺς πολυτελεῖς χιτῶνας καὶ τὰς ποικίλας ἀναξυρίδας, ἔνιοι δὲ καὶ στρεπτοὺς περὶ τοῖς τραχήλοις καὶ ψέλια περὶ ταῖς χερσίν· εὐθὺς δὲ σὺν τούτοις εἰσπηδήσαντες εἰς τὸν πηλὸν θᾶττον ἢ ὡς τις ἂν ὤετο μετεώρους ἐξεκόμισαν τὰς ἀμάξας.* (12)

2. Decline *πορφυροῦς* in the singular, *χερσίν* and *μέρος* in full. Write the synopsis in their respective tenses of *ῥίψαντες, ἔτυχεν, ἵεντο* and *θεάσασθαι.* Explain the use of the participles *ῥίψαντες, ἑστηκώς, ἔχοντες.* Give the present of *δράμοι.* Compare *θάττον* and explain the euphonic changes in this form. (10)

3. Translate—*καὶ γὰρ ἔργω ἐπεδείκνυντο καὶ ἔλεγεν ὅτι οὐκ ἂν ποτε προοῖτο, ἐπεὶ ἅπαξ φίλος αὐτοῖς ἐγένετο, οὐδ' εἰ ἔτι μὲν μείους γένοιντο ἔτι δὲ κάκιον πράξειαν. φανερὸς δ' ἦν καὶ, εἰ τίς τι ἀγαθὸν ἢ κακὸν ποιήσειεν αὐτὸν, νικᾶν πειρώμενος· καὶ εὐχὴν δέ τινες αὐτοῦ ἐξέφερον ὡς εὔχοιτο τοσοῦτον χρόνον ζῆν ἔστε νικῷη καὶ τοὺς εὖ καὶ τοὺς κακῶς ποιοῦντας ἀλεξόμενος.* (12)

4. Explain the use of the optatives *ποιήσειεν, εὔχοιτο, νικῷη,* and of the part iciples *πειρώμενος* and *ποιοῦντας.* Constructionof *ἔργῳ, αὐτοῖς* and *χρόνον.* Analyze *επεδείκνυντο, προοῖτο,* and *πράξειαν.* Decline *μείους* and compare *κάκιον.* Inflect *νικῷη.* (8)

5. Translate—*ἀλλ' ἥδομαι μὲν, ὦ Κλεαρχε, ἀκούων σου φρονίμους λόγους· ταῦτα γὰρ γιγνώσκων εἰ τι ἐμοὶ κακὸν βουλεύοις, ἅμα ἂν μοι δοκεῖς καί σαυτῷ κακόνους εἶναι. ὡς δ' ἂν μάθῃς, ὅτι οὐδ' ἂν ὑμεῖς δικαίως οὔτε βασιλεῖ οὔτ' ἐμοὶ ἀπιστοίητε, αντάκουσον. εἰ γὰρ ὑμᾶς ἐβουλόμεθα ἀπολέσαι, πότερά σοι δοκοῦμεν ἱππέων πλήθους ἀπορεῖν ἢ πεζῶν ἢ ὁπλίσεως ἐν ἢ ὑμᾶς μὲν βλάπτειν ἱκανοὶ εἴημεν ἄν, ἀντιπάσχειν δὲ οὐδεὶς κίνδυνος; ἀλλὰ χωρίων ἐπιτηδείων ὑμῖν ἐπιτίθεσθαι απορεῖν ἄν σοι δοκοῦμεν?* (12)

6. Principal parts of *ἀκούων, γιγνώσκων, ἀπολέσαι, ἀντιπάσχειν, ἐπιτίθεσθαι.* Construction of *σαυτῷ, χωρίων, ὑμῖν.* Give the four forms of conditional sentences in Greek with the corresponding Latin forms, and explain the conditional sentences in this passage. Who made this speech and what were the events that followed it? What other works did Xenophon write? (10)

7. Translate—*Ἀθηναίοισι δὲ τεταγμένοισι ἐν τεμένεϊ Ἡρακλέος ἐπῆλθον βοηθέοντες Πλαταιέες πωνδημεί· καὶ γὰρ καὶ ἐδεδώκεσαν σφέας αὐτοὺς τοῖσι Ἀθηναίοισι οἱ Πλαταιέες καὶ πόνους ὑπὲρ αὐτῶν οἱ Ἀθηναῖοι συχνοὺς ἤδη ἀναραιρέατο· ἔδοσαν δὲ ὧδε. πιεζόμενοι ὑπὸ Θηβαίων οἱ Πλαταιέες εδίδοσαν πρῶτα παρατυχοῦσι Κλεομένεί τε τῷ Αναξανδρίδεω καὶ Λακεδαιμονίοισι σφέας αὐτοὺς, οἱ δὲ οὐ δεκόμενοι ἔλεγόν σφι τάδε· Ημεῖς μὲν ἑκαστέρω τε οικέομεν, καὶ ὑμῖν τοιήδε τις γίνοιτ' ἂν ἐπικουρίη ψυχρή· φθαίητε γὰρ ἂν πολλάκις ἐξανδραποδισθέντες ἤ τινα πίθέσθαι ἡμέων· συμβουλεύομεν δὲ ὑμῖν δοῦναι ὑμέας αὐποὺς Ἀθηναίοισι, πλησιοχώροισί τε ἀνδράσι καὶ τιμωρέειν ἐοῦσι οὐ κακοῖσι.* (18)

8. Point out the dialect forms and give the Attic equivalents in each case. (6)

Greek Prose.

1. This man was condemned to death by the magistrates in Sparta.
2. You are not willing to obey nor to follow.
3. I must not do this.
4. But they paid money to him who was willing to plait slings.
5. But when he had learned this, he commanded them to set the houses on fire.
6. For, if a line of the hoplites had chanced to be following, we would have been safe.
7. I feared that he would take me and inflict punishment upon me.
8. Whether, then, I did what was just, I do not know.
9. But if he do this, the seer shall have ten talents. (16)

GEOMETRY.

Junior Class.

1. Let the diagonals of a rhombus intersect each other; show what may be proved respecting any angles. (10)

2. Divide this line ▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬ in extreme and mean ratio. (20)

3. The diameter of a circle is 20 ft. From a point A in the circumference, two chords AB and AC are drawn to the extremities of the diameter. From the same point a perpendicular meets the diameter, dividing it into two segments, one of which is 16 ft. What is the length of the adjacent chord AB? State the theorem which furnishes the method of solution. (20)

4. State and prove a theorem equivalent to the expression $(a+b)\times(a-b)=a^2-b^2$. (20)

5. Find the value of the rectangle contained by the diagonals of a quadrilateral inscribed in a circle. (20)

6. A circular fish-pond covering half an acre, is to be dug in a garden; what must be the length of the cord that describes the circle? (20)

7. Prove that, if a figure is symmetrical with respect to two axes perpendicular to each other, it is also symmetrical with respect to the intersection of these axes as a center of symmetry.

ENGLISH LITERATURE.

Senior Class.

1. Name the authors of the following, and assign each to the proper historical period. *The Snobs of England; Rob Roy; Lara; Citizen of the World; Il Penseroso; Alexander's Feast.*

Give a quotation of not less than six lines from one of the authors mentioned.

2. Name in the order of their succession, the last three Poets Laureate of England.

Name five productions of the present Poet Laureate, including one written in his official capacity, and give an account of one of them.

3. Name the characters in the Tempest. Narrate the services rendered to Prospero by Ariel.

Discuss either of the following topics. Hamlet's Insanity, Comparative guilt of Macbeth and of Lady Macbeth.

Mention two of the principal writings of each of the following authors: Robert Browning, Charles Kingsley, Thomas Hood, Mrs. Browning, George Eliot, Charlotte Bronté. Which of these authors are still living?

5. Locate the following, and explain the italicized passages:

"*Like Niobe*, all tears."

"The sauce to meat is ceremony."

"*Rightly to be great,*
Is not to stir without great argument."

"Letting I dare not wait upon I would,
Like the poor cat i' the adage."

"Why, man, *they did make love to this employment.*
They are not near my conscience."

ALGEBRA.

Scientific Class.

1. Divide $6a^4-96$ by $3a-6$, using detached coefficients. (10)

2. (*a*) Expand $(a+b)^m$ writing the first four and the last four terms. (5)

(*b*) Expand to four terms $(a^2+bx^2)^{\frac{1}{2}}$, (5)

3. (*a*) Extract the square root of $49+12\sqrt{5}$. (5)

(*b*) What is the modulus of $5-3\sqrt{-1}$? (5)

4. Prove that, if x be to y in the duplicate ratio of a to b, and a to b in the sub-duplicate ratio of $a+x$ to $a-y$, then will $2x : a=x-y : y$. (10)

5. Prove that the sum of n terms of $1:3:5:7$, etc., is to the sum of m terms as $n^2 : m^2$. (10)

6. Find the sum of $3 : \frac{1}{3} : \frac{1}{27}$ to infinity, also of $.83636+$ (10)

7. Given that $x \propto y^3$, when a is constant; and x varies as a, when y is constant; also $2x=a$, when $y=1$. Find the equation between a, x and y. (10)

8. If a and b are the first two terms of a harmonic progression, show that the nth term is $\dfrac{ab}{a(n-1)-b(n-2)}$ (10)

9. It is required to find four numbers in geometrical progression such, that their sum shall be 15, and the sum of their squares 85. (10)

10. Show that, in general,

$$(a+b-c)^2+(a+c-b)^2+(b+c-a)^2>ab+bc+ac. \quad (10)$$

TRIGONOMETRY.

Scientific Class.

1. (*a*) Explain fully the circular method of measurement.

(*b*) The circular measures of two angles are 16.2 and $-\frac{\pi}{8}$; find in each case the corresponding number of degrees.

2. (*a*) Write the formulae expressing the the values of the trigonometrical functions in sides of the triangle.

(*b*) Given $\cos A = \frac{1}{2\sqrt{2}}$; find the values of all the other functions of A when A is an angle of the 4th quadrant.

3. (*a*) Define the trigonometric functions as represented by geometrical lines.

(*b*) Prove $\sin^2\theta . \tan\theta + \cos^2\theta . \operatorname{ctn}\theta + 2\sin\theta . \cos\theta = \tan\theta + \operatorname{ctn}\theta$.

4. Give $\cos 288° = 0.309$; find the value of ctn. 162°.

5. (*a*) Prove $\sin^{-1} x + \cos^{-1} x = 90°$.

(*b*) Write the value of the functions of particular angles, as 0°, 30°, 45°, etc.

NOTE.—The preceding questions are a portion of those used in April last, and show the general character of the annual examination.

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1879-80.

MONDAYS.

A. M. Wooster School.

P. M. High School & Woolsey Branch.

September 15, 29	February 9, 23
October 13, 27	March 18, 22
November 10, 24	April 5, 19
December 8, 22	May 17, 31
January 12, 26	June 14, 28

ALTERNATE MONDAYS.

A. M. Hamilton St. School.

P. M. High School & Orphan Asylum.

September 8, 22	February 2, 16
October 6, 20	March 1, 15, 29
November 3, 17	April 12
December 1, 15	May 10, 24
January 5, 19	June 7, 21

TUESDAYS.

A. M. Webster School.

P.M. Edwards & Humphrey St. Schools

September 16, 30	February 10, 24
October 14, 28	March 9, 23
November 11, 25	April 6, 20
December 9, 23	May 18
January 13, 27	June 1, 15, 29

ALTERNATE TUESDAYS.

A. M. Carlyle & Cedar St. Schools.

P. M. Grand Street School.

September 9, 23	February 3, 17
October 7, 21	March, 2, 16, 30
November 4, 18	April 13
December 2, 16	May 11, 25
January 6, 20	June 8, 22

WEDNESDAYS.

A. M. Washington School.

P. M. German-Eng. & Fair St. Schools.

September 17	February 11, 25
October 1, 15, 29	March 10, 24
November 12, 26	April 7, 21
December 10, 24	May 19
January 14, 28	June 2, 16, 30

ALTERNATE WEDNESDAYS.

A. M. Eaton School.

P. M. Davenport Av. & Oak St. Schools.

September 10, 24	February 4, 18
October 8, 22	March 3, 17, 31
November 5, 19	April 14
December 3, 17	May 12, 26
January 7, 21	June 9, 23

THURSDAYS.

A. M. Dwight School.

P. M. High School.

September 11, 25	February 5, 19
October 9, 23	March 4, 18
November 6, 20	April 1, 15
December 11	May 6, 20
January 8, 22	June 3, 17

ALTERNATE THURSDAYS.

A. M. Skinner School.

P. M. High School.

September 4, 18	February 12, 26
October 2, 16, 30	March 11, 25
November 13	April 8, 22
December 4, 18	May 13, 27
January 15, 29	June 10, 24

FRIDAYS.

A. M. Woolsey School.

P. M. Dixwell Avenue School.

September 12, 26	February 6, 20
October 10, 31	March 5, 19
November 14	April 9, 23
December 5, 19	May 14, 28
January 9, 23	June 11, 25

ALTERNATE FRIDAYS.

A. M. Division Street School.

P.M. Greenwich Av. & West St. Schools.

September 5, 19	February 13, 27
October 3, 17	March 12
November 7, 21	April 2, 16
December 12	May 7, 21
January 2, 16, 30	June 4, 18

Yearly Examination in Music, March 29 to April 9, inclusive.

EXPLANATORY.

As far as possible each school will receive 20 visits from the Vocal Instructor during the year.

At each visit the rooms are marked for *tone*, *time*, *theory*, *sight-singing*, and *deportment*.

Perfect recitations receive 2 credits for each point, making 10 in all, or a possible 200 for the year.

DRAWING LESSONS.

TIME TABLE FOR DRAWING INSTRUCTOR, 1879–80.

Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

FORENOONS.

MONDAY.

Washington School.

September	8, 15	February	2, 9
October	6, 13	March	1, 8, 29
November	3, 10	April	5
December	1, 8	May	10, 17
January	5, 12	June	7, 14

Skinner School.

September	22, 29	February	16, 23
October	20, 27	March	15, 22
November	17, 24	April	12, 19
December	15, 22	May	24, 31
January	19, 26	June	21, 28

TUESDAY.

High School.

September	2, 9, 16	February	3, 10
October	7, 14	March	2, 9
November	4, 11	April	6, 13
December	2, 9	May	11
January	6, 13	June	1, 8, 15

High School.

September	23, 30	February	17, 24
October	21, 28	March	16, 23, 30
November	18, 25	April	20, ..
December	16, 23	May	18, 25
January	20, 27	June	22, 29

WEDNESDAY.

Woolsey School.

September	3, 10	February	4, 11
October	1, 8, 15	March	3, 10, 30
November	5, 12	April	—, 7
December	3, 10	May	12, 19
January	7, 14	June	9, 16

Wooster School.

September	17, 24	February	18, 25
October	22, 29	March	17, 24
November	19, 26	April	14, 21
December	17, 24	May	26, —
January	21, 28	June	2, 23, 30

THURSDAY.

Hamilton, Eaton, Primary.

September	4, 11	February	5, 12
October	2, 9, 30	March	4, 11
November	6, —	April	1, 8
December	4, 11	May	6, 13
January	8, 15	June	3, 10

Webster School.

September	18, 25	February	19, 26
October	16, 23	March	18, 25
November	13, 20	April	15, 22
December	18, —	May	20, 27
January	22, 29	June	17, 24

FRIDAY.

Dwight School.

September	5, 12	February	6, 13
October	3, 10	March	5, —
November	7, 14	April	2, 9
December	5, 12	May	7, 14
January	2, 9, 16	June	4, 11

Eaton School.

September	19, 26	February	20, 27
October	17, 31	March	12, 19
November	21, —	April	16, 13
December	19, —	May	21, 28
January	23, 30	June	18, 25

AFTERNOONS.

MONDAY.

Dix., Edw., Humph.		*Dix., Edw., Humph.*	
September	8, 15	February	2, 9
October	6, 13	March	1, 8, 29
November	3, 10	April	—, 5
December	1, 8	May	10, 17
January	5, 12	June	7, 14

Grand, Division.		*Grand, Division.*	
September	22, 29	February	16, 23
October	20, 27	March	15, 22
November	17, 24	April	12, 19
December	15, 22	May	24, 31
January	19, 26	June	21, 28

TUESDAY.

High School.

September	2, 9, 16	February	3, 10
October	7, 14	March	2, 9
November	4, 11	April	6, 13
December	2, 9	May	—, 11
January	6, 13	June	1, 8, 15

High School.

September	23, 30	February	17, 24
October	21, 28	March	16, 23, 30
November	18, 25	April	20, —
December	16, 23	May	18, 25
January	20, 27	June	22, 29

WEDNESDAY.

High School.

September	3, 10	February	4, 11
October	1, 8, 15	March	3, 10, 30
November	5, 12	April	—, 7
December	3, 10	May	12, 19
January	7, 14	June	9, 16

High School.

September	17, 24	February	18, 25
October	22, 29	March	17, 24
November	19, 26	April	14, 21
December	17, 24	May	26, —
January	21, 28	June	2, 23, 30

THURSDAY.

W., Dav.A. Oak, Elm.		*W., Dav.A.Oak, Elm.*	
September	4, 11	February	5, 12
October	2, 9, 30	March	4, 11
November	6, —	April	1, 8
December	4, 11	May	6, 13
January	8, 15	June	3, 10

Green. A., Car., Gr. E.		*Green. A., Car., Gr. E.*	
September	18, 25	February	19, 26
October	16, 23	March	18, 23
November	13, 20	April	15, 22
December	18, —	May	20, 27
January	22, 29	June	17, 24

FRIDAY.

Cedar St. Sch., Teach.		*Cedar St. Sch. Teach.*	
September	5, 19	February	6, 20
October	3, 17, 31	March	5, 19
November	7, 21	April	2, 16
December	5, 19	May	7, 21, 28
January	2, 16, 30	June	4, 18

Fair St. Sch., Teach.		*Fair St. Sch. Teach.*	
September	12, 27	February	13, 27
October	10	March	12
November	14	April	9, 23
December	12	May	14
January	9, 23	June	11, 25

TABLES ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT, 1878–79.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
HILLHOUSE HIGH SCHOOL.	7	91	78	75.1	72.3	.962	----	1098	34	248	60	43	----	----	17.8	----	1
	6	48	37	35.1	34.2	.974	----	349	14	232	271	161	----	----	16.2	25	----
	5	48	35	34.0	33.2	.976	----	319	14	337	209	191	----	----	16.8	29	----
	4	48	82	39.3	38.2	.972	----	435	15	209	275	154	1	2	15.9	4	1
	3	48	49	25.3	24.5	.969	----	142	4	140	101	89	----	----	15.5	----	----
	2	48	89	38.5	37.4	.971	----	424	20	257	231	156	----	----	15.10	----	1
	1	48	70	31.4	30.6	.974	----	300	12	317	220	191	----	----	15.8	----	1
TOTALS, ...	7	379	440	278.7	270.4	.970	----	3067	113	1740	1367	985	1	2	16.2	58	4

WEBSTER DISTRICT.

WEBSTER SCH.	12	60	63	56.5	54.6	.965	----	765	2	*	*	88	3	6	14.9	47	21
	11	49	48	43 5	41.9	.963	----	624	----	*	*	140	----	----	13.10	8	----
	10	49	57	46.6	44.7	.959	----	762	6	*	*	101	2	2	13.0	2	1
	9	49	56	46.5	44.8	.963	3	756	18	*	*	103	1	1	12.8	----	5
	8	50	60	47.8	45.7	.956	1	821	22	*	*	83	1	1	12.4	----	----
	7	49	65	49.0	45.8	.934	3	1302	37	*	*	21	----	----	11.10	----	4
	6	49	64	50.9	47.8	.939	1	1254	47	*	*	32	3	5	11.0	----	----
	5	49	74	51.0	47.7	.934	5	1331	44	*	*	8	----	----	10.6	----	----
	4	49	61	48.8	45.7	.936	----	1237	26	*	*	22	----	----	10.1	----	2
	3	49	67	49.8	46.6	.935	----	1262	30	*	*	26	----	----	8.11	4	1
	2	50	76	48.4	45.6	.942	----	1155	25	*	*	39	1	2	8.4	14	1
	1	49	95	49.9	45.9	.920	----	1598	33	*	*	21	2	2	6.2	3	1
TOTALS, ...	12	601	786	588.7	556.8	.946	13	12867	290	*	*	684	13	19	11.1	78	36

* Not reported.

WEBSTER DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
OAK STREET SCHOOL.	4	50	72	46.2	44.2	.957	----	799	17	157	243	79	----	----	11.2	----	----
	3	50	60	47.5	44.9	.945	2	1064	29	78	188	44	4	4	9.3	4	1
	2	50	61	47.5	44.5	.937	----	1187	52	89	142	39	1	1	7.9	7	2
	1	50	76	44.3	41.2	.930	----	1237	56	137	157	69	----	----	6.5	----	11
TOTALS, ...	4	200	269	185.5	174.8	.942	2	4287	154	461	730	231	5	5	8.8	11	14
DAVENPORT AV. SCHOOL.	4	50	18	39.5	37.1	.938	----	195	5	16	28	12	----	----	9.5	----	----
	3	51	67	47.4	44.5	.938	----	1139	32	92	78	30	2	2	8.11	----	----
	2	51	67	47.3	43.7	.924	----	1447	36	110	78	39	----	----	7.7	----	2
	1	52	97	50.2	47.4	.944	----	1116	22	167	98	56	----	----	6.0	----	2
TOTALS, ...	4	204	249	184.4	172.7	.936	----	3897	95	385	282	137	2	2	8.0	----	3
WHITING ST. UNGRADED SCH.	1	55	147	40.0	38.1	.953	9	744	282	*	*	63	29	67	12.2	----	----

EATON DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

EATON SCHOOL.	12	50	35	31.9	30.2	.947	----	683	35	233	117	78	2	3	14.11	1	9
	11	50	59	44.7	41.6	.931	2	1242	52	106	77	26	----	----	13.6	3	1
	10	51	62	48.0	45.5	.948	----	1004	32	117	131	51	3	4	13.0	----	4
	9	49	60	45.6	43.5	.954	----	851	39	147	153	70	1	2	11.11	----	----
	8*a*	50	61	46.4	43.6	.940	1	1153	25	107	94	44	2	2	11.4	----	1
	8	51	69	50.2	47.5	.946	----	1079	23	135	147	52	4	6	11.1	4	3
	7*a*	50	74	49.8	47.7	.958	1	820	14	161	161	94	1	1	10.5	----	1
	7	50	62	49.7	47.0	.946	----	1064	38	92	117	38	----	----	10.1	8	19
	6	50	64	47.9	45.6	.952	1	114	15	153	149	81	1	1	9.0	----	----
	5	50	54	43.5	40.3	.926	1	1295	45	90	78	26	2	10	8.10	2	----
	4*a*	50	58	47.8	45.8	.958	----	826	29	203	173	118	3	3	7.11	----	----
	4	50	48	42.2	40.1	.950	1	543	42	118	177	90	10	16	8.5	----	----
	3*a*	50	46	40.6	37.0	.911	----	1015	54	67	78	22	3	7	7.10	----	2
	3	50	54	46.6	42.3	.908	----	1205	34	67	78	32	3	9	7.8	----	1
	2	50	62	45.3	42.3	.934	----	1217	56	121	83	35	2	2	7.0	4	----
	1	50	105	46.4	42.7	.920	----	1463	81	103	74	24	3	3	5.10	----	----

WOOSTER DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Register'd	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
WOOSTER SCHOOL.	12	44	43	41.0	40.0	.976	----	390	12	256	246	180	1	1	14.3	5	30
	11	50	62	44.9	43.3	.964	1	646	18	165	211	100	----	----	14.2	8	17
	10	50	57	46.8	45.0	.962	1	710	22	151	172	110	----	----	12.6	3	26
	9	50	56	47.9	45.9	.958	1	782	41	176	157	87	4	5	12.2	----	4
	8	51	63	47.1	45.3	.963	4	706	27	136	213	87	4	6	11.6	----	3
	7	52	67	48.4	46.9	.969	3	613	36	180	236	110	13	22	11.1	----	----
	6	51	65	47.6	45.3	.951	----	942	40	119	100	12	1	1	10.5	9	8
	5	52	68	48.4	46.1	.952	1	949	51	170	102	46	3	5	9.5	11	12
	4	51	66	46.3	43.9	.948	----	958	70	107	152	50	3	3	8.5	30	5
	3	50	53	44.9	42.9	.955	----	788	18	162	196	99	4	5	7.4	----	2
	2	51	55	42.2	39.7	.941	----	990	58	155	176	86	----	----	6.3	10	1
	1	50	118	45.5	42.5	.934	----	1228	48	116	101	53	----	----	5.9	----	3
TOTALS, ...	12	602	773	551.0	526.8	.955	11	9702	441	1893	2062	1020	33	48	10.3	76	111
HAMILTON SCHOOL.	8	50	51	48.9	46.7	.955	----	677	32	144	100	88	3	8	10.4	5	----
	7	50	51	47.9	44.8	.935	3	1054	50	59	65	11	11	22	10.7	----	3
	6	50	54	46.0	43.6	.947	3	707	4	164	109	93	4	8	10.5	----	----
	5	48	52	46.3	42.7	.924	----	1095	23	91	44	20	4	5	9.3	----	1
	4	51	53	46.2	43.6	.943	1	786	42	140	121	76	3	5	7.11	8	1
	3	50	47	47.1	43.4	.921	1	1132	57	72	85	38	4	9	6.11	----	----
	2	51	47	43.3	39.4	.909	----	1138	27	91	68	41	2	2	6.5	----	----
	1½	50	71	43.1	36.8	.853	----	1970	6	41	5	1	2	2	5.9	3	1
	1	50	72	48.2	44.8	.929	----	1123	40	150	94	90	----	----	5.7	1	----
TOTALS, ...	9	450	498	417.0	385.8	.925	8	9682	281	952	691	458	33	61	8.2	17	6

WOOSTER DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Register'd	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
FAIR STREET TRAINING SCH.	4	44	42	33.4	31.6	.946	3	713	26	190	160	86	1	1	11.4	----	5
	3	50	57	38.6	36.5	.946	1	839	33	149	183	84	1	1	9.5	----	5
	2	50	49	42.7	40.3	.944	1	974	33	143	134	52	2	4	8.4	----	9
	1	50	86	44.1	40.8	.925	----	1330	43	98	114	45	----	----	6.3	----	2
TOTALS, --------	4	194	234	158.8	149.2	.939	5	3856	135	580	591	267	4	6	8.10	70	21
GERMAN-ENG. SCHOOL.	2	60	64	57.5	55.2	.957	----	967	70	154	145	92	----	----	8.6	1	----
	1	50	82	48.2	45.1	.935	----	1253	88	134	121	62	2	4	6.4	----	1
TOTALS, --------	3	110	146	105.7	100.3	.949	----	2220	158	288	266	154	2	4	7.5	1	1
FAIR ST. UNGRADED SCH.	1	98	116	60.5	50.6	.840	10	3926	500	6	10	6	75	48	9.11	3	2

DWIGHT DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

DWIGHT SCHOOL.	12	48	53	48.5	46.3	.954	----	894	3	*	*	85	----	----	15.1	13	2
	11	46	57	45.7	44.1	.965	----	618	1	*	*	157	----	---	14.1	8	8
	10	50	63	51.6	49.5	.959	----	836	19	*	*	54	----	----	14.0	16	1
	9	50	56	50.2	47.6	.948	3	1042	14	*	*	45	1	2	13.6	1	----
	8	52	64	52.3	49.8	.952	----	1016	14	*	*	58	----	----	12.11	----	----
	7	50	63	49.5	46.7	.943	2	1138	20	*	*	43	1	1	12.2	----	----
	6	50	63	50.5	48.2	.954	----	920	9	*	*	80	---	----	11.5	----	----
	5	50	70	50.5	46.8	.927	2	1486	21	*	*	38	1	1	10.5	----	----
	4	50	72	50.2	46.8	.932	----	1394	34	65	58	58	2	2	9.2	----	----
	3	50	64	50.3	46.6	.926	----	1472	35	*	*	32	2	2	8.2	----	----
	2	50	68	48.2	44.9	.932	----	1329	40	*	*	38	3	3	7.4	13	2
	1	50	101	49.2	44.4	.902	----	1910	19	*	*	36	----	----	5.11	----	----
TOTALS, --------	12	596	794	596.7	561.7	.941	7	14055	229	65	58	724	10	11	11.2	51	13

DWIGHT DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Register'd	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
DIXWELL AV. SCHOOL.	7	48	56	45.0	42.6	.947	4	929	184	115	135	43	6	7	12.5	----	2
	6	49	46	38.7	36.9	.953	3	727	44	177	181	90	5	9	11.4	8	----
	5	48	61	45.8	44.3	.966	----	615	24	202	239	158	1	1	10.8	----	----
	4	50	65	44.7	41.5	.928	----	1275	158	96	106	46	----	----	9.1	----	----
	3	54	60	44.8	43.2	.964	1	628	86	214	217	160	2	2	8.11	----	----
	2	42	51	36.0	33.4	.928	----	1026	153	98	163	47	4	6	7.10	----	----
	1	54	102	43.5	39.3	.903	----	1681	244	81	59	19	1	1	6.8	1	1
TOTALS, ...	7	345	441	298.5	281.4	.942	8	6881	893	983	1100	563	19	26	9.7	9	9
DIVISION ST. SCHOOL.	7	48	58	47.3	43.6	.922	----	1452	16	78	87	25	1	2	13.3	----	----
	6	50	59	45.3	41.5	.916	1	1512	69	32	149	21	3	4	12.4	6	----
	5	50	67	46.7	41.6	.892	----	2006	28	38	75	12	2	3	10.11	----	3
	4	52	77	48.7	44.0	.903	----	1896	27	54	85	20	----	----	9.11	----	----
	3	56	80	51.0	45.0	.882	----	2388	42	16	26	1	----	----	9.1	----	1
	2	53	62	46.3	41.9	.904	----	1754	31	89	83	28	2	2	7.9	4	----
	1	48	111	38.7	34.5	.891	----	1707	31	86	86	33	----	----	6.9	----	----
TOTALS, ...	7	357	514	324.0	292.1	.902	1	12715	244	393	591	140	8	11	10.0	10	4
ORPHAN ASY. SCHOOL.	2	66	71	62.4	62.2	.997	----	75	6	365	378	353	----	----	10.11	----	----
	1	54	77	52.8	52.7	.998	----	33	4	383	382	369	----	----	7.2	----	----
TOTALS, ...	2	120	148	115.2	114.9	.997	----	108	10	748	760	722	----	----	9.1	----	----

SKINNER DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
SKINNER SCHOOL.	12	51	54	46.8	44.8	.957	----	803	9	231	116	74	----	----	14.8	-----	-----
	11	51	53	48.1	46.2	.960	2	831	16	170	163	97	----	----	13.9	-----	6
	10	31	59	48.0	46.1	.960	1	786	20	171	163	87	----	----	12.9	-----	-----
	9	51	61	49.2	46.2	.930	1	1202	27	94	97	29	3	5	12.6	2	-----
	8	51	59	46.8	43.7	.934	1	1232	11	137	95	47	1	2	11.10	-----	-----
	7	51	62	47.5	43.9	.924	3	1471	61	95	56	15	5	7	11.10	-----	9
	6	51	58	47.7	44.8	.939	----	1161	28	111	123	44	5	6	11.3	1	5
	5	51	65	48.9	46.1	.943	1	1159	73	99	96	31	6	13	10.7	1	-----
	4	51	71	49.2	46.4	.943	2	1134	32	173	68	40	1	2	9.6	1	11
	3	51	70	50.4	47.2	.937	1	1306	53	95	103	25	3	3	8.11	7	1
	2	52	66	48.8	45.1	.922	1	1480	37	86	52	13	2	2	7.7	-----	3
	1	51	95	49.9	46.5	.932	----	1349	74	91	100	26	----	----	6.5	-----	2
TOTALS, ...	12	613	773	581.3	547.0	.941	13	13914	441	1553	1232	528	26	40	11.0	12	37
EDWARDS ST. SCHOOL.	4	55	57	50.8	47.6	.937	----	1272	28	74	170	43	2	2	9.9	-----	-----
	3	55	63	49.6	45.7	.921	----	1582	54	100	65	20	1	1	9.0	-----	2
	2	56	68	51.3	46.9	.914	----	1756	55	78	94	19	1	1	7.7	5	1
	1	55	84	45.4	40.1	.883	----	2122	30	103	63	32	----	----	6.2	14	1
TOTALS, ...	4	221	272	197.1	180.3	.915	----	6742	167	355	392	114	4	4	8.1	19	4
HUMPHREY ST. SCHOOL.	2	51	64	45.3	42.4	.936	----	1173	14	122	98	53	3	7	7.8	-----	4
	1	50	72	44.3	40.1	.905	----	1672	58	56	158	31	3	5	6.1	136	10
TOTALS, ...	2	101	136	89.6	82.5	.921	----	2845	72	178	256	84	6	12	6.11	136	14

WASHINGTON DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
WASHINGTON SCHOOL.	12	50	48	42.2	40.2	.955	2	793	----	*	*	102	1	1	14.3	3	22
	11	50	52	47.0	44.8	.953	----	881	6	*	*	89	2	2	13.9	5	10
	10	50	59	48.3	46.3	.959	----	824	12	*	*	88	1	1	13.3	14	4
	9	50	61	49.0	47.2	.963	1	717	6	*	*	96	----	----	13.0	1	1
	8	50	52	48.6	46.2	.951	1	954	20	*	*	64	2	2	12.8	34	3
	7	50	51	49.8	47.7	.958	----	808	10	*	*	81	----	----	12.2	3	13
	6	50	55	48.0	45.1	.940	3	1147	25	*	*	35	3	9	11.11	1	4
	5	50	64	51.1	49.1	.951	----	807	14	*	*	73	----	----	11.2	1	1
	4	50	64	50.6	48.1	.951	----	1005	15	*	*	47	----	----	11.1	5	2
	3	51	61	49.3	46.4	.941	----	1154	39	*	*	49	1	2	10.10	----	7
	2	50	62	48.9	45.5	.930	2	1342	64	*	*	21	6	6	10.4	13	8
	1	50	62	48.8	46.1	.945	6	1063	15	*	*	31	8	8	10.0	4	5
TOTALS,	12	600	691	581.6	552.7	.950	15	11495	226	*	*	776	24	31	12.0	84	80
WEST ST. SCHOOL.	4	50	57	48.6	47.3	.973	----	532	33	210	237	146	1	2	8.9	----	----
	3	50	58	49.7	47.9	.964	----	706	49	233	158	114	----	----	7.9	----	----
	2	50	60	46.3	44.8	.968	----	594	8	270	221	182	----	----	6.6	----	2
	1	50	108	47.9	46.2	.965	----	708	41	*	*	118	----	----	5.11	----	----
TOTALS,	4	200	283	192.5	186.2	.967	----	2540	131	713	616	560	1	2	7.3	----	2
CARLISLE ST. SCHOOL.	4	50	56	48.8	46.3	.949	----	988	22	*	*	46	----	----	8.8	11	4
	3	50	57	49.8	46.9	.942	----	1157	31	*	*	45	1	1	7.8	22	7
	2	50	55	48.7	45.8	.940	1	1168	62	120	102	53	2	2	7.0	2	----
	1	50	113	47.3	44.5	.941	----	1154	53	*	*	78	1	1	5.11	----	----
TOTALS,	4	200	281	194.6	183.5	.943	1	4467	168	120	102	222	4	4	7.4	35	11
GREENWICH AV. SCHOOL.	4	50	56	44.3	41.6	.939	----	1087	35	*	*	63	1	1	10.9	8	2
	3	50	62	47.0	45.5	.968	----	624	4	*	*	161	----	----	9.0	----	----
	2	50	54	44.3	42.2	.953	----	833	40	*	*	88	----	----	7.6	----	----
	1	50	71	42.5	39.7	.934	----	1137	45	*	*	61	----	----	6.2	12	1
TOTALS,	4	200	243	178.1	169.0	.943	1	3681	124	*	*	373	1	1	8.4	20	3

WASHINGTON DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
WASHINGTON BRANCH SCH'LS.	2	50	1	48.8	46.8	.961	2	158	4	*	*	19	2	5	9.8	----	----
	1	48	2	47.8	45.8	.958	----	159	4	*	*	20	1	1	9.1	----	2
TOTALS, ...	2	98	3	96.6	92.7	.959	2	317	8	*	*	39	3	6	9.4	----	2
CEDAR ST. TRAINING SCH.	8	50	50	44.5	42.8	.962	----	669	22	213	165	106	1	1	11.11	----	1
	7	48	56	46.7	44.1	.944	----	1004	56	132	112	55	----	----	11.4	----	5
	6	50	66	48.7	46.2	.949	----	974	47	128	99	46	3	3	10.6	----	5
	5	48	62	46.9	45.0	.959	2	744	30	190	169	89	1	1	9.8	----	2
	4	50	62	44.4	42.3	.953	3	833	29	146	174	85	5	5	8.10	----	----
	3	55	68	51.6	48.7	.944	----	1150	44	148	96	44	8	15	8.2	----	2
	2	56	78	53.6	50.5	.942	----	1241	62	83	136	45	2	4	7.3	----	1
	1	56	107	53.2	49.4	.929	----	1495	90	72	132	33	10	17	6.0	----	1
TOTALS, ...	8	413	549	389.6	369.0	.947	5	8110	380	1112	1083	516	30	46	9.3	----	17

WOOLSEY DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
WOOLSEY SCH.	12	50	56	46.7	44.6	.955	----	846	31	283	131	109	2	4	14.11	----	4
	11	52	53	45.4	43.8	.965	3	639	15	234	190	137	----	----	13.9	----	4
	10	50	82	45.1	43.3	.960	2	712	56	189	185	107	3	7	13.3	12	3
	9	50	55	45.7	44.0	.963	2	692	65	199	191	108	1	4	12.4	2	----
	8	50	62	48.1	46.4	.965	5	644	88	209	167	98	8	14	11.8	----	----
	7	50	64	47.8	46.2	.967	1	624	66	212	165	103	2	3	10.10	2	47
	6	56	65	53.5	51.2	.957	----	909	57	149	128	63	2	4	10.1	1	4
	5	56	68	53.9	51.3	.952	1	1032	67	200	95	63	2	4	9.5	2	4
	4	55	64	52.7	50.6	.960	----	829	40	207	132	78	2	10	8.7	5	32
	3	55	69	52.1	50.2	.964	----	800	57	216	166	105	4	7	8.3	----	3
	2	55	70	50.5	48.2	.955	----	919	49	154	180	91	1	1	7.6	----	4
	1	55	100	49.5	47.1	.952	----	968	35	172	167	87	4	5	6.5	6	3
TOTALS, ...	12	634	808	591.0	566.9	.959	14	9614	626	2424	1897	1149	31	63	10.7	30	108
GRAND STREET SCHOOL.	7	50	57	48.8	47.1	.965	----	645	16	195	254	140	5	11	12.8	----	----
	6	50	53	42.9	40.7	.949	2	873	38	173	154	100	3	5	11.9	----	1
	5	50	61	49.8	47.5	.954	1	927	31	170	134	88	5	12	10.9	4	1
	4	51	58	47.0	44.4	.945	6	1003	26	137	147	63	5	8	9.7	4	16
	3	50	62	46.3	44.1	.952	----	859	17	213	153	100	2	4	8.8	----	1
	2	50	55	45.7	43.2	.945	----	991	36	158	170	85	2	2	7.4	1	16
	1	48	84	43.7	41.7	.954	1	833	27	184	203	120	----	----	6.2	----	2
TOTALS, ...	7	349	430	324.2	308.7	.952	10	6131	191	1230	1215	696	22	42	9.7	9	37
BLATCHLEY AVE. SCHOOL.	2	58	----	40.2	36.6	.910	----	944	46	62	64	25	4	2	6.7	----	2
	1	43	135	52.7	48.0	.911	----	1844	114	75	81	36	4	5	5.9	----	----
TOTALS, ...	2	101	135	92.9	84.6	.910	----	2788	160	137	145	61	8	7	6.2	----	2
GRAND STREET UNGRADED SCH.	1	50	66	24.8	22.8	.919	----	997	187	50	----	50	13	20	12.9	----	----

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Table showing the Attendance, etc., at all the Schools, during the Year, not including the Ungraded Schools.

SCHOOLS.	No. Teach.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
											Boys.	Girls.	All.				Ab.	Tardy.
High School,	13	7	379	440	278.7	270.4	.970	----	3067	113	1740	1367	985	1	2	16.2	58	4
Webster,	14	12	601	786	588.7	556.8	.946	13	12867	290	*	*	684	13	19	11.1	78	36
Oak St.,	4	4	200	269	185.5	174.8	.942	2	4287	154	461	730	231	5	5	8.8	11	14
Davenport Av.,	4	4	204	249	184.4	172.7	.936	----	3897	95	385	282	137	2	2	8.0	----	3
Web. Dist. Totals,	22	20	1005	1304	958.6	904.3	.943	15	21051	539	846	1012	1052	20	26	9.3	89	53
Eaton School and District Totals,	18	16	801	973	726.6	682.7	.939	7	16374	614	2020	1887	881	40	69	9.11	22	41
Wooster,	14	12	602	773	551.0	526.8	.955	11	9702	441	1893	2062	1020	33	48	10.3	76	111
Hamilton,	10	9	450	498	417.0	385.8	.925	8	9682	281	952	691	458	33	61	7.2	17	6
Fair St. Training,	9	4	194	234	158.8	149.2	.939	5	3856	135	580	591	267	4	6	8.10	70	21
German-English,	2	2	110	146	105.7	100.3	.949	----	2220	158	288	266	154	2	4	7.5	1	1
Wooster Dist. Totals,	35	27	1356	1651	1232.5	1162.1	.943	24	25460	1015	3713	3610	1899	72	119	8.8	164	139
Dwight,	14	12	596	794	596.7	561.7	.941	7	14055	229	65	58	724	10	11	11.2	51	13
Dixwell Av.,	8	7	345	441	298.5	281.2	.942	8	6881	893	983	1100	563	19	26	9.7	9	3
Division St.,	8	7	357	514	324.0	292.1	.902	1	12715	244	392	591	140	8	11	10.0	10	4
Orphan Asylum,	2	2	120	148	115.2	114.9	.997	----	108	10	748	760	722	----	----	9.1	----	----
Dwight Dist. Totals,	32	28	1418	1897	1334.4	1249.9	.937	16	33759	1376	2188	2509	2149	37	48	10.0	70	20
Skinner,	14	12	613	773	581.3	547.0	.941	13	13914	441	1553	1232	528	26	40	11.0	12	37
Edwards St.,	4	4	221	272	197.1	180.3	.915	----	6742	167	355	392	114	4	4	8.1	19	4
Humphrey St.,	2	2	101	136	89.6	82.5	.921	----	2845	72	178	256	84	6	12	6.11	136	14
Skinner Dist. Totals,	20	18	935	1181	868 0	809.8	.933	13	23501	680	2086	1880	726	36	56	8.8	167	55
Washington,	14	12	600	691	581.6	552.7	.950	15	11495	226	*	*	776	24	31	12.0	84	80
West St.,	4	4	200	283	192.5	186.2	.967	----	2540	131	713	616	560	1	2	7.3	----	2
Carlisle St.,	4	4	200	281	194.6	183.5	.943	1	4467	168	120	102	222	4	4	7.4	35	11
Greenwich Av.,	4	4	200	243	178.1	169.0	.943	1	3681	124	*	*	373	1	1	8.4	20	3
Branch Schools,	2	2	98	3	96.6	92.7	.959	2	317	8	*	*	39	3	6	9.4	----	2
Cedar St.,	17	8	413	549	389.6	369.0	.947	5	8110	380	1112	1083	516	30	46	9.3	90	17
Wash. Dist. Totals,	45	34	1711	2050	1633.0	1553.1	.951	24	30610	1037	1945	1801	2486	63	90	8.11	229	115

Table showing the Attendance, etc., at all the Schools, during the Year.

TEACHERS.	No. Teach.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
Woolsey,	14	12	634	808	591.0	566.9	.959	14	9614	626	2424	1897	1149	31	63	10.7	30	108
Grand St.,	7	7	349	430	324.2	308.7	.952	10	6131	191	1230	1215	696	22	42	9.7	9	37
Blatchley Av.,	2	2	131	145	92.9	84.6	.910	----	2788	160	137	145	61	8	7	6.2	----	2
Woolsey Dist. Totals,	23	21	1084	1373	1008.1	960.2	.951	24	18533	977	3791	3257	1906	61	112	8.9	39	147
UNGRADED SCHOOLS.																		
Whit. St., Wb. Dist.,	1	1	55	147	40.0	38.1	.953	----	744	282	-----	-----	63	29	67	12.2	----	----
Fair St., Woost. Dist.,	2	1	98	116	60.5	50.6	.840	----	3926	500	6	10	6	70	158	9.11	3	2
Grand St., Wools. D.,	1	1	50	66	24.8	22.8	.919	----	997	187	50	-----	50	13	20	12.9	----	----
Totals,	4	3	203	329	125.3	111.5	.890	----	5667	969	56	10	119	112	245	11.7	3	2

SUMMARY OF STATISTICS, BY SUB-DISTRICTS, INCLUDING THE UNGRADED SCHOOLS.

Hillhouse High,	13	7	379	440	278.7	270.4	.970	----	3067	113	1740	1367	985	1	2	16.2	58	4
Webster Dist.,	23	21	1060	1451	998.6	942.4	.944	15	21795	821	846	1012	1115	49	93	10.9	89	53
Eaton "	18	16	801	973	726.6	682.7	.936	7	16374	614	2020	1887	881	40	69	9.11	22	41
Wooster "	37	28	1454	1767	1293.0	1212.7	.938	24	29386	1515	3719	3620	1905	142	277	9.4	164	141
Dwight "	32	28	1418	1897	1834.4	1249.9	.937	16	33759	1376	2188	2509	2149	37	48	10.0	70	20
Skinner "	20	18	935	1181	868.0	809.8	.933	13	23501	680	2086	1880	726	36	56	8.8	167	55
Washington Dist.,	45	34	1711	2050	1633.0	1553.1	.951	24	30610	1037	1045	1801	1486	63	90	8.11	229	115
Woolsey "	24	22	1134	1438	1032.9	983.0	.951	24	19530	1164	3841	3257	1956	74	132	10.9	39	147
Totals for 1878–79,	212	174	8892	11198	1865.2	7704.0	.944	123	178022	7320	18385	17333	12203	442	767	10.7	838	576
Totals for 1877–78,	206	169	8635	11243	7890.4	7528.6	.954	169	143660	6499	28068	25966	14417	570	1020	10.7	1306	426
Totals for 1876–77,	202	165	8602	11426	7866.6	7491.4	.952	151	147233	7339	25123	53982	12328	577	1105	9.7	1834	484
Totals for 1875–76,	197	158	8247	10738	7428.3	7041.1	.948	131	154124	7069	23741	21741	11192	674	1810	9.9	3204	515
Totals for 1866–67,	101	91	4715	5361	4487.0	4136.0	.882	----	132365	8357	8280	7189	3153	316	616	------	----	----

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present **100** half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. 1-2 days in 1878-9.			No. 1-2 days in 1877-8.			Years.
				All.	Boys.	Girls.	All.	Boys.	Girls.	
1	High,	5	Mary C. Tuttle,	191	337	209	178	259	261	7
1	High,	1	Lucy R. Bliss,	191	317	220	201	296	261	3
3	West St.,	2	Corney F. Allan,	182	270	221	119	233	157	2
4	Wooster,	12	Emma S. Bernard,	180	256	246	140	222	212	5
5	High,	6	Grace E. Bliss,	161	232	271	125	321	169	2
5	Green'ch Av.,	3	Edith E. Johnson,	161	*	*	184	288	225	2
7	Dixwell,	3	Nellie A. Peck,	160	214	217	183	248	232	6
8	Dixwell,	5	Annie G. Kennedy,	158	202	239	100	145	203	5
9	Dwight,	11	Clara I. Bradley,	157	*	*	165	246	237	11
10	High,	2	Anna S. Johnson,	156	257	231	206	243	304	2
11	High,	4	Lilian E. Prudden,	154	209	275	231	330	264	3
12	West St.,	4	Lucy N. F. Pinney,	146	210	237	164	351	244	4
13	Webster,	11	Lucy A. Minor,	140	*	*	148	281	196	3
13	Grand St.,	7	Mary Kilbride,	140	195	254	107	224	151	3
15	Woolsey,	11	Nellie B. Morse,	137	234	190	164	235	247	4
16	Grand St.,	1	Mary A. Pinney,	120	184	203	126	178	261	3
17	Eaton,	4a	Maggie P. Moffat,	118	203	173				1
17	West St.,	1	Eva J. Phelps,	118	*	*	155	239	223	4
19	West St.,	3	Hannah Chamberlain,	114	233	158	108	197	189	3
20	Wooster,	10	Almira W. Brooks,	110	151	172	139	228	188	3
20	Wooster,	7	Joanna M. Gleeson,	110	180	236				1
22	Woolsey,	12	Julia A. Willard,	109	283	131	136	253	204	3
23	Woolsey,	9	Fannie I. Bunce,	108	199	191	171	228	271	4
24	Woolsey,	10	Lottie D. Butler,	107	189	185	186	300	233	4
25	Cedar St.,	8	Martha E. Chapman,	106	213	165	125	197	224	5
26	Woolsey,	3	Emily M. DeForest,	105	216	166	140	240	224	3
27	Webster,	9	Julia A. Malcolm,	103	*	*				1
27	Woolsey,	7	Sarah J. Gibson,	103	212	165	122	187	224	3
29	Washington,	12	Emily E. Warner,	102	*	*	147	247	203	2
30	Webster,	10	Bessie C. Blakeman,	101	*	*	123	205	214	1
31	Grand St.,	6	Mary J. Warren,	100	173	154	123	210	185	4
31	Grand St.,	3	Ellen Kilbride,	100	213	153	104	176	186	3
31	Wooster,	11	Emma L. Bishop,	100	165	211	138	252	196	4

* No report from the School.

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

No. 7. Sarah E. Briggs, 3 years,
Delia T. Donehue,
Fannie M. Ullman,
Abraham Asher, 2 years.
Charles E. Carr,
Frank J. Lambert,

No. 6. Mary E. Andrew, 2 years,
Julia T. Flanagan,
Katy H. Gower,
Bessie L. Kent, 2 years.
Alice M. Merriman,
Helen L. Rice,
Clara L. Sherman,
Mabel C. Willard,
Jane Woodend,
Thomas M. Cahill,
Henry Fresenius, 6 years,
Henry W. Redfield,
Joseph H. Townsend, 2 yrs.
Eugene H. White,
Wolff Willner,

No. 6. Nellie R. Brown,
Mary A. Ford,
Julia A. Robinson,
Nora H. Russell,
Fred. C. Earle,
James F. Flynn,
Ernest P. Livingston, 7 yrs.,
Samuel W. Scott,
Henry L. Swain, 4 years,

No. 5. Nellie M. Bunnell,
Libbie R. Healy,
Frances B. Hughson,
Lucy M. Judson.
Minnie L. Kirsten,
Edna L. Sherwood, 4 years,
Arthur D. Barnes,
George L. Bill, 2 years,
George E. Moulthrop, 8 yrs.

No. 4. Lillian J. Russel,
Lulu Seeley,
James Moran,
Herbert L. Mitchell,

No. 3. Jennie Henry,
Elvina L. Kaehrle,
Frank E. Brown,
William C. Frericks,
William H. Knapp.
Mahlon H. Marlin, 2 years,
Burton D. Potter,
Robert R. Smith,

No. 2. Mary A. Conlan,
Lillie M. Landfear,
Nellie I. Brooks, 2 years,
Edward E. Peck,
Joseph C. Kuske,
John F. Sullivan, 2 years,

No. 1, Florida A. Smith,
Jacob P. Goodhart,
Edward O. Gruener,
Charles S. Smith,
Charles Williams.

WEBSTER SCHOOL.

No. 12. Frank Altman, 3 years,
James Pierpont, 5 years,
Frank Raymond,
Louis Widman, 2 years,
Fanny Mead, 3 years,
Fanny Richter, 3 years,
Maria Shanley,

No. 11. George Hazel, 3 years,
Louis Hoffmeister, 2 years,
Arthur Speiss, 2 years,
Henry Gruener, 2 years,
Merton Stevens,
Cora Chandler.

No. 10. Ida Reif,
Henry Strack,
John Merriman,
Robert King,
Minnie Kohantek,

No. 9. Gilbert Bush,
Albert Dudley,
Albert Widman,
Georgie Williams,

No. 8. John Coffay,
George Franz,
Benjamin Liefeld,
Frank Pfleghar,
William Rakers.
Christian Rexroth,
Cornelia Andrews,
Annie Starkweather,

No. 7. Emma Sinkell,
Hyppolyte Gruener,

No. 6. Henry Prelle,

No. 5. Emma Gœbel,

No. 2. George Farrell.

OAK STREET SCHOOL.

No. 4. Gustave Altman,
Henry Heilman,

No. 4. Emil Ingold.

DAVENPORT AV. SCHOOL.

No. 3. Emma McDonald,
Willie Strack,

No. 3. Jimmy Walter,
No. 1. Johnnie Beyer.

WOOSTER SCHOOL.

No. 12. Henry Clark, 5 years,
Willie Flanagan, 3 years,
Katie Sheridan, 3 years,
James Bannen,
Michael Shanely,
No. 11. Sarah Willroy, 2 years,
Amelia Williams,
Louisa Lambert,
George Clay,
Willie Uhl,
Frank Harrison.
Joseph Ullman,
Willie Stewart,
Harry Grinnell,
No. 10. Mary Clyne,
Annie M'Arthur,
Iny Andel,

No. 10. Louis Blenner,
Edward Leopold,
Willie Norris,
No. 9. James Hanlon,
Chas. Platt,
No. 8. Annie Doerrschuck,
Rosa Vogel,
Tessie Morris,
No. 7. Harry Raymond,
Lillie Finigan,
Minnie Dill,
No. 6. Katie Bohen,
Maggie Pendergast,
Thomas Martin,
No. 5. Willie Marx,
No. 4. Tessie Lynch,
Charlie Clark.

FAIR STREET SCHOOL.

No. 4. Abie Schulhafer,
Allie Holmes,
Sophie Ehrler,
Becca Ullman,

No. 4. Goodrich Ullman,
No. 2. Peter Flynn,
Annie Spears,
No. 1. Tommy Fitzpatrick.

GERMAN-ENGLISH SCHOOL.

No. 2. Alfred Gruener, 2 years,
August Schinzel,

No. 2. Emma Moeller,
Louise Schinzel.

DWIGHT SCHOOL.

No. 12. John Kennedy, 3 years,
Edward Brown,
Essie Welton,
No. 11. Hattie Bristol,
Lorie Picket,
Nellie Kennedy, 2 years,
Lizzie Oberer, 2 years,
Ina Sherwood, 2 "
Hattie Hughes,
Willie Griffin,
David Burgess,
Arthur Bristol, 7 years,
Willie Dickinson,

No. 10. George Sherman,
Robert Granfield,
Harry Klock,
Frank Wagner,
No. 9. Carrie Tolles,
Bertha Hartley,
No. 8. Charlie Kuske,
No. 7. George Baldwin,
No. 6. Carlie Camp,
Bertie Baldwin,
No. 4. Lena Gorham,
Fred. Easterbrook.

DIXWELL SCHOOL.

No. 5. Edith Peck,
No. 3. Annie Day,

No. 2. Rudolph Wagner.

DIVISION STREET SCHOOL.

No. 5. Etta Church.
No. 4. Arthur Bill,
No. 3. Katie Smith.

SKINNER SCHOOL.

No. 12. Frank Cook,
George Cook,
Frank Coleman,
George Fisher,
No. 11. Annie Corcoran,
Kittie Richard,
Willie Tobin,
Julia Buckingham,
No. 10. May Barnes,
No. 10. Carrie Caldwell, 5 years,
George Mischler,
No. 9. Maggie Threlbar, 5 years,
Delia Merwin,
Frank Busse,
Frank Beckley, 2 years,
No. 6. Lyla Scranton,
Charlie Gutt,
No. 2. Ralph Fairchild.

CEDAR STREET SCHOOL.

No. 8. Tinnie Milander,
John Wohlmaker,
Joseph Gaugle,
Roland Jones,
No. 7. Dottie Starr,
No. 6. Henry Kapitzke,
No. 6. James Lyle,
No. 5. Lizzie Allen, 3 years,
George Cooper,
George Myers,
No. 4. Freddie Habersang,
No. 3. Lena Kerr.

WASHINGTON SCHOOL.

No. 12. Annie Dwyer,
Christina Richards,
No. 10. John Ruttiger,
Louisa Hofacker,
No. 9. Ralph Pagter,
No. 8. Walter Clark,
No. 7. Ralph Otis,
No. 6. Timothy Ives,
No. 6. Minnie Gœbel,
Mary Mason,
No. 5. John O'Brien,
No. 3. Freddie Eberth,
No. 2. James Tracy,
Eddie Lyon,
Arthur Cowell,
No. 1. Jennie Moran.

WASHINGTON BRANCH SCHOOL.

No. 2. Katie Wynn, 2 years,
Mary McGroder,
No. 2. Thomas Connelly,
No. 1. Thomas Maher.

GREENWICH AVENUE SCHOOL.

No. 4. Charlie Clarkson,
No. 2. Johnnie Erhardt,
No. 2. Nellie Mason.

CARLISLE STREET SCHOOL.

No. 4. Jimmie Padden,
No. 3. Charlie Hoyt.

WEST STREET SCHOOL.

No. 4. George Connelly, 2 years,
Henry Friedeircks, 2 years,
John Connelly,
Henry Gallagher,
Thomas Moran,
No. 3. Mary Sheppard,
Oton Mœhl,
Joseph Harty,
No. 2. Annie Melia.

WOOLSEY SCHOOL.

No. 12. George Bradley, 2 years,
John Harding, 2 years,
Thomas Notingham,
Winnie Fisher,
No. 11. Clifford Hemingway, 3 yrs.,
Sereno C. Sperry, 3 years,
Wm. T. Terry,
Geo. L. Warren, 4 years,
Mary A. Alcott, 3 years,
Ida H. Gray, 3 years,
No. 10. Willie Dwyer, 3 years,
Hobart Howard,
John Sullivan, 2d,
No. 9. Michael Hart, 3 years,
Homer Martin, 3 years,
Lillie Hills,

No. 9. Frederica Bishop,
No. 8. Jennie Brainard, 3 years,
Katie Weber,
No. 7. Helen Blake, 2 years,
Nellie Condon, 2 years,
Nellie Foley, 2d,
No. 6. Patrick Kent, 2 years,
No. 5. Jennie Boucher, 2 years,
Annie Maher,
No. 4. Jerry Condon,
Nellie Casey,
No. 3. John Kinney,
John Nugent,
No. 2. Mary Heaney.
No. 1. Raymond L. Dorman,

GRAND STREET SCHOOL.

No. 7. Albert Forbes,
Annie Kenney, 2 years,
No. 6. Albert Loveland.

UNGRADED.

Eddie Kelly, 2 years.

No. 5. Curtiss Bushnell,
Joel Seeley,
Jane Todd, 2 years,
No. 4. Louisa Borst, 2 years.

HIGH SCHOOL TEXT BOOKS.

Packard's Complete Course of Business Training.
Loomis' University Algebra.
Loomis' and Chauvenet's Geometry.
Wheeler's Trigonometry.
Cooley's Natural Philosophy.
Steele's Fourteen Weeks in Chemistry.
Steele's Fourteen Weeks in Astronomy.
Gray's How Plants Grow and
Wood's Plant Record.
Hutchison's Physiology and Hygiene.
Bloss' Ancient History.
Modern History.
Mitchell's Physical Geography.
Hart's Composition and Rhetoric.
Collier's History of English Literature.
Whitney's Essentials of English Grammar.
Town and Holbrook's Progressive Fifth Reader.
Town's New Speller and Definer.
Allen and Greenough's Latin Grammar.
Leighton's Latin Lessons.
Searing's Virgil.
Allen and Greenough's Cicero.
Harkness' Cæsar.
Arnold's Latin Prose Composition.
Hadley's Greek Grammar.
White's First Lessons in Greek.
Goodwin's Greek Reader.
Tozer's Classical Geography.
Smith's Smaller History of Rome and Greece.
Otto's German Conversation Grammar.
Leben und Tod des kleinen Rothkäppchens.
Neffe als Onkel.
Maria Stuart.
Keetel's French Grammar.

TEXT BOOKS USED IN THE PUBLIC SCHOOLS OF NEW HAVEN.

Franklin Readers. Series.
Town's Speller.
Henderson's Test Speller.
French's Arithmetic. Series.
Swinton's English Grammar.
Swinton's Language Primer.
Swinton's New Language Lessons.
Harper's Geography.
Anderson's Grammar School History of the United States.
Spencerian System of Penmanship.
Jepson's Music Readers.
Bail's System and Charts in Drawing.

TEACHERS APPOINTED FOR THE YEAR 1879-80.

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL,		T. W. T. CURTIS, *Principal*,	$2,500	213 Orange.
		JAS. D. WHITMORE, *Sub-Master*	2,250	147 Bradley.
		Geo. L. Fox, *Classical Teacher*,	1,100	7 College.
Orange Street, cor. Wall.		Chas. H. Siebke, *Ger. Teacher*	750	116 Wooster.
		Virginia H. Curtis,	1,000	213 Orange.
		Mary A. Marshall,	750	49 Grove.
		Mary C. Tuttle,	750	201 Orange.
		Mary W. Storrs,	750	30 Academy.
		Lucy R. Bliss,	750	201 Orange.
		Anna S. Johnson,	750	290 East Grand.
		Sarah E. Husted,	750	146 Dixwell av.
		Grace E. Bliss,	750	665 Chapel.
		Lillian E. Prudden,	750	43 Grove.
			$13,600	
		WEBSTER DISTRICT.		
WEBSTER SCH.		JOHN G. LEWIS, *Principal*,	$2,300	258 George.
	12	Maggie W. Mason,	700	60 Liberty.
George Street, cor. York.	12	Hattie E. Munson,	350	181 Temple.
	11	Lucy A. Minor,	650	200 Crown.
	10	Clara A. Hurlbut,	600	112 Temple.
	9	Julia A. Malcolm,	600	108 York.
	8	Anna R. Hubbell,	600	32 Dow.
	7	Eva L. Griffing,	600	188 Wooster.
	6	Ada T. Somers,	550	186 Goffe.
	5	Nettie L. Leonard,	500	32 Sylvan av.
	4	Eliza A. Benham,	450	245 George.
	3	Ruth Gorham,	450	231 Crown.
	2	Minnie E. Somers,	450	186 Goffe.
	1	Fannie E. Graves,	550	523 Chapel.
			$9,350	
OAK ST. SCHOOL,	4	Louise G. Woolcott,	$600	101 Sylvan av.
	3	Jennie M. Norman,	400	62 Whalley av.
cor. Greenwood.	2	Laura E. Lampson,	450	15 Park.
	1	Mary J. Alden,	550	63 Kensington.
			$2,000	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DAVENPORT AV. SCHOOL.	4	Lizzie M. Healy,	$600	16 Factory.
	3	Marie A. Mallahan,	400	90 Asylum.
	2	Augusta E. Siebke,	450	116 Wooster.
	1	Emma F. Weld,	500	99 Wall.
			$1,950	
WHITING ST. UNGRADED.	1	Henry W. Loomis,	$1,000	Fair Haven E.
		EATON DISTRICT.		
EATON SCHOOL,		SAMUEL T. DUTTON, *Principal*	$2,200	89 Elm.
	12	Effie E. Stevens,	700	67 Wooster.
Jefferson Street	12	Eunice K. Armstead,	450	67 William.
cor. St. John.	11	Gussie Crane,	650	15 Elm.
	10	Susie S. Sheriden,	600	291 Orange.
	9	Julia A. Bidwell,	600	5 Osborn.
	8*a*	Mary J. Bronson,	600	23 Trumbull.
	8	Heppie E. Goodrich,	600	141 Church.
	7*a*	Jessie F. Crane,	600	91 Olive.
	7	Mary C. Durrie,	600	188 Temple.
	6	Ida L. Henry,	450	9 Audubon.
	5	Mary F. Frisbie,	500	9 Lyon.
	4*a*	Maggie P. Moffatt,	450	33 Bradley.
	4	Anna E. Pigott,	450	132 Hamilton.
	3*a*	Joanna M. Flanagan,	450	50 Chapel.
	3	Mary F. Leary,	450	24 Locust.
	2	Flora A. Loper,	450	134 Bradley.
	1	Mary J. Hayes,	550	660 State.
			$11,350	
		WOOSTER DISTRICT.		
WOOSTER SCH.		FRED'K E. BANGS, *Principal*,	$2,000	10 College.
	12	Emma S. Bernard,	700	1 Howe.
Wooster Street	12	Fannie H. Hubbell,	350	37 Artizan.
cor. Wallace.	11	Emma L. Bishop,	600	77 Hamilton.
	10	Jennie S. Burlock,	600	748 Chapel.
	9	E. Josie Cargill,	600	97 Chapel.
	8	Emma E. Burwell,	600	376 George.
	7	Ella F. Healy,	600	66 St. John.
	6	Almira W. Brooks,	550	64 Chapel.
	5	Mary C. Gorham,	500	13 Warren.
	4	Rebecca P. Cornwall,	450	57 Lafayette.
	3	Blanche E. Parker,	400	63 Greene.
	2	Hattie J. Bushnell,	450	73 Wooster.
	1	Harriet C. Miles,	550	142 Chapel.
			$8,950	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HAMILTON ST. SCHOOL.		Agnes Welch,	$900	267 Franklin.
	12	Rita Shea,	650	" "
	11	Cornelia Clinton,	600	" "
Betw. Wallace and Hamilton, near Grand.	10	Celestine Wall,	600	" "
	4	Sylveria Flynn,	600	" "
	9	Gertrude Roche,	600	" "
	7	Germaine Whelan,	600	" "
	6	Patricia Carney,	550	" "
	5	Maria Murray,	500	" "
	8	Clementine Kenney,	450	" "
	3	Ambrosia Coonan,	450	" "
	2	Mary J. Fahy,	400	173 Franklin.
	1a	Mary E. Hall,	450	85 Grand.
	1	Cyril Welch,	550	267 Franklin.
			$7,900	
FAIR STREET TRAINING SCHOOL		SARAH A. WILCOX, *Principal*,	$750	6 Leonard.
	4	Ida E. Bushnell,	400	19 Perkins.
	4	Charlotte E. Judson,	300	16 Lyon.
	3	Nellie J. Riggs,	150	252 Orchard.
	3	Fanny Y. Cook,	300	27 Clark.
	2	Adelaide L. Arthur,	250	196 Foster.
	2	Flora Fisher,	200	71 Grand.
	1	Mary A. Judd,	300	64 Nash.
	1	Annie S. Chadbourne,	200	91 Union.
			$2,700	
FAIR ST. SCHOOL, UNGRADED.	2	Emily A. Wildman,	$600	23 Clark.
	1	Nellie J. Guinan,	450	183 Olive.
			$1,050	
GERMAN-ENG.	2	Herman Trisch,	$1,000	— Burns.
	1	Angenette T. Langley,	600	300 Grand.
193 *Wooster St.*			$1,600	
		DWIGHT DISTRICT.		
DWIGHT SCHOOL.		L. L. CAMP, *Principal*,	$2,300	595 Chapel.
	12	Emma C. Brownell,	700	595 Chapel.
Martin Street cor. Gill.	12	Marie A. Hodgson,	450	111 Howe.
	11	Clara I. Bradley,	650	34 Gill.
	10	Harriet E. Judson,	600	595 Chapel.
	9	Martha B. Fields,	600	121 Dwight.
	8	Gertrude L. Cooper,	600	237 Elm.
	7	Hattie E. Reynolds,	600	118 Dixwell av.
	6	Emma E. Lincoln,	550	57 Martin.
	5	Elizabeth V. Southworth,	500	14 Sylvan av.
	4	Carrie B. Root,	450	609 Chapel.
	3	Fannie C. Upson,	450	64 Howe.
	2	Emma E. Cowap,	450	23 Sylvan av.
	1	Charlotte Hills,	550	146 College.
			$9,450	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DIXWELL AV. SCHOOL.	7	Sarah E. Hughes,	$750	East Haven.
	7	Mary R. Burwell,	450	95 Dwight.
	6	Fannie T. Munson,	550	28 Munson.
	5	Annie G. Kennedy,	500	156 York.
	4	Sarah S. Benham,	450	245 George.
	3	Nellie A. Peck,	450	80 Broadway.
	2	Margaret M. Ferris,	400	84 Humphrey.
	1	Fannie A. Baldwin,	550	10 Univer'ty pl.
			$4,100	
DIVISION STREET SCHOOL.	7	Jennie E. Barber,	$750	12 Dixwell av.
	7	Elizabeth Palmer,	350	94 Webster.
	6	Livia M. Jordan,	600	c. Newhall & Thompson.
	5	Fannie I. Wheeler,	500	105 Dwight.
	4	Kittie A. Yanz,	400	110 Ivy.
	3	S. Ellen Brown,	450	96 Broadway.
	2	Laura W. Merriman,	450	Westville.
	1	Marie J. Bradley,	550	32 Gill.
			$4,050	
ORPHAN ASYLUM SCHOOL.	2	Cordelia Sargeant,	$550	348 Elm.
	1	Ellen M. Hickox,	400	348 Elm.
348 *Elm Street.*			$950	
		SKINNER DISTRICT.		
SKINNER SCHOOL.		JOSEPH A. GRAVES, *Principal,*	$2,250	590 Chapel.
	12	Sarah A. Tucker,	700	43 Trumbull.
State Street,	12	Annie E. Hayes,	450	279 Orange.
cor. Summer.	11	Sarah A. Mallory,	650	40 Grove.
	10	Ella J. Bronson,	600	826 State.
	9	Ann E. Loper,	600	134 Bradley.
	8	Ella L. Maguire,	600	134 Franklin.
	7	F. Elsine Terrill,	600	49 Collis.
	6	Ida V. Huke,	550	319 Orange.
	5	Julia E. Peck,	500	44 York sq. pl.
	4	Emma S. Beach,	450	163 St. John.
	3	Lucy P. Bush,	450	29 Clark.
	2	Mary E. Weld,	450	99 Wall.
	1	Carrie M. Galpin,	550	72 Howe.
			$9,400	
EDWARDS STREET SCHOOL.	4	Lily W. Sheridan,	$550	291 Orange.
	3	Frances E. Jackson,	350	12 Warren.
	2	Ellen Kilbride,	400	54 Bishop.
	1	S. Evelyn Manning,	550	8 Leonard.
			$1,850	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HUMPHREY ST. SCHOOL.		Emily J. Farnsworth,	$450	55 Trumbull.
		Margaret M. Tucker,	550	31 Bradley.
			$1,000	
		WASHINGTON DISTRICT		
WASHINGTON SCHOOL.		GEORGE R. BURTON, *Principal*,	$2,300	555 Howard av.
	12	Emily E. Warner,	700	100 Portsea.
	12	Nellie L. Bonney,	450	54 William.
Howard Avenue cor. Putnam.	11	Maria L. Bradley,	600	20 Vernon.
	10	Jennie E. Ford,	600	64 Martin.
	9	Jennie R. Catlin,	600	92 Olive.
	8	Mary E. Willoughby,	600	7 Christopher.
	7	Annie C. Norman,	600	62 Whalley av.
	6	Catherine C. Jones,	600	143 Columbus.
	5	Fannie A. Butler,	550	67 Prince.
	4	Georgie S. Barber,	500	222 George.
	3	Anna F. Gillette,	500	123 Columbus.
	2	Hattie R. Townsend,	500	200 Crown.
	1	Lillian M. Bedell,	500	321 Cedar.
			$9,650	
WEST STREET SCHOOL.	4	Lucy A. F. Pinney,	$600	193 George.
	3	Hannah M. Chamberlain,	450	45 Park.
	2	Corney F. Allan,	450	79 York.
	1	Eva J. Phelps,	550	10 Washington.
			$2,050	
CARLISLE STREET SCHOOL.	4	Martha B. May,	$600	143 Columbus.
	3	Alice G. Ford,	450	43 Collis.
	2	Kate Conlan,	450	23 Hallock av.
	1	M. L. Livingston,	550	296 Columbus.
			$2,050	
GREENWICH AV. SCHOOL.	4	Katie R. Smith,	$450	82 Wallace.
	3	Edith E. Johnson,	450	341 Howard av.
	2	Hattie M. Price,	400	313 Water.
	1	Anna M. Brennan,	500	2 Elliott.
			$1,800	
WASHINGTON BRANCH SCHOOL.	2	Lizzie M. Catlin,	$350	92 Olive.
	1	Katie Smith,	350	
			$700	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
CEDAR STREET TRAINING SCH'L.		MARIA L. BREEN, *Principal*,	$1,200	451 Howard av.
	8	Martha E. Chapman,	600	200 Crown.
	8	Ida E. Eaton,	300	67 Minor.
	7	Minnie T. Bird,	250	85 Chapel.
	7	Hattie Schulafer,	200	117 State.
	6	Clara E. Burwell,	200	54 Sylvan av.
	6	Ellen A. Gower,	300	307 Grand.
	5	Georgie Norman,	300	62 Whalley av.
	5	Anna P. Day,	200	10 College.
	4	Mary E. Smith,	150	34 Howard av.
	4	M. Christina Rynn,	250	1 Davenport av.
	3	Fannie E. Blakesley,	300	38 Grove.
	3	Amelia L. Rawling,	200	
	2	Carrie E. Strong,	150	29 Daggett.
	2	Hattie M. Cummings,	250	174 Columbus.
	1	Julia A. Hull,	400	315 Elm.
	1	Lizzie E. Woodend,	300	105 Wallace.
			$5,350	
		WOOLSEY DISTRICT.		
WOOLSEY SCH.		MARK PITMAN, *Principal*,	$2,300	Wallingford.
	12	Julia A. Willard,	700	20 Woolsey.
Woolsey Street cor. Poplar.	12	Jennie Field,	450	166 Exchange.
	11	Nellie B. Morse,	650	31 Atwater.
	10	Sarah U. Wright,	600	251 Grand.
	9	Fannie I. Bunce,	600	113 Poplar.
	8	S. Alice Darrow,	600	40 Perkins.
	7	Sarah J. Gibson,	600	44 Edwards.
	6	F. Isabel Swift,	550	177 Exchange.
	5	Emily M. DeForest,	500	45 Atwater.
	4	Ella A. Beach,	450	163 St. John.
	3	Fannie L. Rice,	450	113 East Pearl.
	2	Eugenie W. Hathaway,	400	25 Lyon.
	1	Lottie D. Butler,	550	112 Ferry.
			$9,400	
GRAND STREET SCHOOL.	7	Mary Kilbride,	$600	54 Bishop.
	6	Mary J. Warren,	600	48 Exchange.
	5	Hortense A. Darling,	550	184 Exchange.
Bet. Clinton Av. and Perkins St.	4	Mary F. McArthur,	350	15 Wallace.
	3	Martha E. Lindsley,	350	11 Wolcott.
	2	Lizzie J. Smith,	450	82 Wallace.
	1	Mary A. Pinney,	550	155 Meadow.
			$3,450	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
BLATCHLEY AVE. SCHOOL.	2	Annie I. Hathaway,	$400	25 Lyon.
	1	Nellie B. Swain,	400	70 Woolsey.
Grand Street, cor. Blatchley Avenue.			$800	
GRAND STREET UNGRADED.	1	Henry A. Loveland,	$800	Fair Haven E.
		INSTRUCTORS.		
VOCAL MUSIC.		B. Jepson,	$2,000	20 Grove.
DRAWING.		Louis Bail,	$2,000	43 Park.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in his Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent.*

GERMAN-ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADED SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The **town** of New Haven is divided into **two school districts,** viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The **New Haven City School District includes** all that part of the **town of New Haven** which lies east of a line running from the Bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond, to the Hamden line. **It is divided** for convenience **into seven sub-districts,** with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel,

neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad, which separates it from the Skinner District, thence to Mill River, and along the water front including Long Wharf, to the place of beginning, with all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Franklin street, includes both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

WOOLSEY includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The **Board of Education consists of nine members,** three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined by the statutes of the State:

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated **shall become school districts** of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts **shall annually choose,** on the **third Monday in September** in each year, instead of a district committee, a **Board of Education** consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors; and said Board of Education shall have all the **powers and** be subject to all the **duties** imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the

property and funds of the district; they shall lodge all bonds, leases, notes and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors **shall be filled** by an election of the necessary members thereto by ballot. **Should any vacancy occur** by death, resignation or otherwise, the remaining **members of the Board may fill** such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy **to hold office only for the unexpired term** of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The **annual meeting** of the legal voters of the District is held on the **third Monday of September,** at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The **regular meetings** of the Board are held on the **first** and **third Friday evenings** of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. **Five members** of the Board shall constitute a **quorum** for the transaction of business, and every member present when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called **by a majority** of the **Board,** and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the **first meeting of the Board** after the Annual District Election, a **President** for the ensuing year **shall be chosen** by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore.*

VIII.

STANDING COMMITTEE.

At the first meeting of the Board **after the annual election,** unless postponed by a majority of those present, **a Committee on Schools, a Committee on Finance,** and **a Committee on School Buildings,** shall be elected by a majority of the Board.

1.—COMMITTEE ON SCHOOLS.—**The instruction and government of the schools,** the furniture, books, maps and apparatus for teaching, shall be under the **especial charge of the Committee on Schools.**

2.—COMMITTEE ON FINANCE.—The **financial wants** and obligations of the District shall be under the **especial charge of the Committee on Finance,** who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The **Committee meet** during the **last week of each month** to examine and pass upon all the bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3.—COMMITTEE ON SCHOOL BUILDINGS.—The School Buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also **make an estimate, for publication in the Annual Report,** of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The **executive officers** of the Board shall consist of a **Secretary** and a **Superintendent of Schools,** who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, for the election of Secretary, and at the second regular meeting in the month of June for the election of Superintendent, unless the election is postponed to a future meeting. They shall **each hold office for two years,** and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the **Secretary to furnish** fuel, books, stationery, crayons, registers, blanks, and other **supplies** for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall **keep the accounts** of the District, and make out an annual report of his expenses.

He shall **receive the moneys** from the Treasurer for orders drawn on him, and **pay all bills** approved by the Committee on Finance, and none others.

He shall **loan books** to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an **accurate inventory** of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He **shall superintend** all **necessary repairs** under the direction of the Committee on School Buildings.

He shall be the **executive officer** of the Board in securing the attendance at school of **truant** and **neglected children.**

He shall have a general **oversight of the janitors,** and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall within twenty-four hours after the **passage of any rule** affecting the management of the schools, **deliver** to the Superintendent a **copy of such rule,** and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

He **shall be at the office of the Board on all school days,** from 8¼ to 9½ o'clock, A. M., and from 4 to 5 o'clock, P. M., and on Mondays and Fridays from 7 to 8 P. M., and **shall devote his whole time** to the interests of the district.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the **duty of the Superintendent,** under the direction of the Board of Education and the Committee on Schools, to **devote his whole time to the schools,** point out defects and suggest improvements; and to **report to the Committee on Schools,** or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teachers. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

He **shall be at the office of the Board on all School days,** from 8¼ to 9 o'clock A. M., and from 12½ to 1 o'clock, P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

1.—Reading the minutes of the previous meeting.
2.—Reports of Committees.
3.—Unfinished business.
4.—Report of Superintendent.
5.—Report of Secretary.
6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The **salaries of all persons** in the employ of the Board shall be **fixed by** the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount **exceeding one hundred dollars,** without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1.—The **apparatus, books,** maps, etc, used in the schools, **shall be such** only as may be **prescribed by the Board.**

2.—**No text books shall be introduced into or withdrawn** from the schools, unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then unless the Committee on Schools have reported thereon.

3.—All **school registers,** record books, report blanks, etc., shall be after **uniform patterns,** to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The **rules and regulations** for the government of the Board shall **not be amended or repealed** but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of a majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—**Candidates** not in the service of the District **will apply in writing** to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The **annual election of teachers** shall be made by the Board **in the month of June.**

3.—Teachers **shall be immediately notified** by the Superintendent of their election. An **appointee failing** for one week to give notice to the Superintendent of the acceptance of the appointment, **will be considered as declining it.**

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—**The Principals** in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary **to insure a strict** observance and **enforcement** of the **rules** and regulations of the school.

3.—**All teachers** are required **to be at their respective school rooms** at the beginning of *their* school hours (viz.), at 20 minutes before 9 o'clock A.M., and 15 minutes before 2 o'clock P.M., and to remain during the session; and in case of failure, **they shall report themselves** without delay, **in writing,** to the Principal, stating the **cause and number of minutes** they are absent from their rooms, and the Principal **shall forward such reports** to the Superintendent, at the **end of each week. To secure uniformity and avoid doubt** in relation to time, the **Principal shall provide for** the ringing of a teacher's bell just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4.—Whenever a **teacher shall be absent from school,** and whenever from any cause, the exercises of a school shall be omitted, **immediate notice** of the same **shall be sent** to the Superintendent by the Principal; and **no substitute** for an absent teacher shall be employed for **more than one day** without the express approbation of the Superintendent.

All allowance for the **absence of Principals** from school duty, **must be referred** to the Board.

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Teachers shall not absent themselves from school for any other cause than sickness, **without permission** previously obtained from the Superintendent.

5.—**Every teacher** desiring to leave the service of the District shall **give three weeks' notice,** in writing, to the Superintendent; and **teachers** leaving their duties without permission of the Board, **shall forfeit** whatever portion of **their salaries** would otherwise be due. Teachers shall forfeit their pay for absence from any cause **excepting sickness,** in which case an **allowance of twenty-five per cent.** of the regular salary will be made for absences not exceeding twenty days in any one term. **Teachers** appointed at the beginning of the school year will **not** be regarded as being **in the service of the District** until they have entered upon their duties.

6.—The **special teachers in Music and Drawing** shall visit regularly and impartially the several rooms in which they are expected to instruct; and the **teachers** in those departments **shall be present** to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—**Teachers shall take special care** that their school rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall **permit no damage** to the school property or buildings, and whenever it is done by accident or intention, they **shall give prompt notice to the Secretary,** who shall require the offender to make good the injury.

8.—The **teacher** in each room shall keep an **accurate register** of the names, ages and residences of pupils, and the names of their respective parents or guardians; and **shall keep such records** as the Committee on schools may require, and **shall report** the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—**Teachers shall prepare** for inspection, during the **second week** of each term, **time tables** indicating the daily exercises of the room.

10.—**Teachers** in all rooms above the **fourth grade shall send a weekly report** to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—**Teachers shall investigate** all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of **ten instances** of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil **may be transferred** by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. **No excuse** for absence or tardiness **shall be accepted,** unless it allege sickness, or some equally imperative necessity.

12.—Teachers **shall record absence occasioned by sickness** until such absence shall amount to **ten successive half days,** after

which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. **Pupils detained** from school **for the religious observance** of Holy-days, will be excused by bringing written notice from their parents to that effect.

13.—No teacher shall receive a child as a pupil **after having been withdrawn** for any cause, **without a ticket** from the office of the Board of Education, and if the pupil withdrawn **shall return within ten half days** from the time of withdrawal, the **whole number of half days** from the time of withdrawal to return shall be counted as absence.

14.—Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. **Corporal punishment** shall be administered **only in extreme cases,** and **never at the same session** of school in which the offense was committed; nor by a subordinate teacher, **until the case has been reported to the Principal;** and the **teacher shall keep a record** of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

15.—Teachers **may detain pupils half an hour** at the close of the afternoon session, and **no longer and at no other time,** for discipline, or to make up neglected lessons.

16.—**Teachers shall attend all meetings** called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms **there shall be an examination** in all the studies of each room, conducted **by the Principal,** who **shall make a written report** to the Board of the progress and condition of the several rooms under his charge.

18.—The **Principals of schools may prescribe special rules** for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The **promotions** in the various schools **shall be made by the Principal,** under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—**If the parent** or guardian **shall not provide** the required **text-books,** the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21.—**Parents** and others desiring information or feeling **aggrieved, should consult the Superintendent at the office of the Board,** or the Principal **out of school hours.** They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—**Principals shall request** the parents of pupils who may be specially exposed to **contagious diseases,** to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the **close of the year,** every teacher **shall report to the Superintendent** the names of such pupils as have been **punctual attendants.**

XXI.

GRADATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded:

1.—For the **lowest grade** of teachers **a salary shall be paid** at such rate **as the Board,** at the annual election of teachers, **may determine.**

2.—For **each subsequent year $50 may be added** to the salary of the previous year (provided the services of the teacher are approved by the Board), until the salary shall reach the **maximum of the grade** in which the teacher is employed.

3.—The Training Teachers shall be paid for their services as follows:—For the **first ten weeks,** at the rate of $150 per annum; for the **second ten weeks,** at the rate of $200 per annum; and after **thirty weeks,** at the rate of $300 per annum, until regularly appointed.

4.—**Salaries not included above,** will be fixed as, in the judgment of the Board, circumstances may require.

5.—The graduates of the High School, for the current year, shall have preference in appointments to the Training Schools, over all other applicants.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools **are free** to those children only whose parents or guardians **reside in the District.** When there are seats not required by children belonging to the District, **pupils, not residents, may be received** as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term or balance of the term, on which the pupil proposes to enter; at the rate of **forty dollars a year,** or one dollar a week in the High School; and **twenty dollars a year,** or fifty cents a week, in all schools below the High School.

2.—**No pupil** shall be admitted **without a ticket** obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

3.—No child shall be admitted to any **lowest primary room** after the expiration of the **first week of any term,** unless such child shall be able to enter one of the regular classes.

4.—No child **under five years** of age shall be admitted as a member of the public schools.

XXIII.

DUTIES OF PUPILS.

1.—**Pupils shall be regular and punctual** in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—**No scholar** shall be allowed **to enter** or remain a member of any **public school out of his or her own district,** except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in **case of removal** from one district to another, **to continue** their children, till the end of the school year, in the school in which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—**Pupils shall make up neglected lessons,** unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5.—**Any pupil guilty of profanity,** obscenity, truancy or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking or otherwise injuring the school buildings or other school property, or guilty of any other serious misdemeanor, **shall be immediately reported to the Superintendent,** and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—**No scholar** shall be allowed **to remain** in any school-room **during the noon recess,** unless a teacher be present.

7.—**No pupil** shall be allowed **to be absent** from school during the regular sessions, **to take Music, Dancing or other lessons.**

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following **course of discipline.**

1.—For the **first offense** in addition to the ordinary school discipline, the name of the offender shall be reported to the Superintendent, by whom it shall be recorded, and then given to **the Secretary,** whose duty it shall be **to see the parents** or guardians of the offender, make himself acquainted with the circumstances of the case, and **notify them** of the consequences of such conduct, if persisted in. **For a second offense** the pupil, if he be a **member of the High School,** shall be suspended from school attendance for two weeks; and **for a third offense** shall be transferred by the Superintendent to the truant school; and in the case of a **member of the grammar school,** upon the **second offense,** he shall be transferred by the Superintendent to the truant school.

2.—**Whenever a pupil is transferred to the truant school,** notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and **in case of non-attendance** of such pupil, shall immediately notify the Secretary.

3.—It shall be the **duty of the Secretary,** on receipt of such notice, to **inquire** into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—**No pupil thus transferred** to the truant school shall be permitted to **enter another school,** except by recommendation of the teacher of the truant school and with the approval of the Superintendent.

XXV.

ELECTION OF JANITORS.

Janitors shall be **elected** annually, at the last meeting of the Board **in the month of June,** unless the election be deferred to a future meeting.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the **duty of Janitors** to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 4½ o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates thirty minutes before nine o'clock A.M., and fifteen minutes before two o'clock P.M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order; and to sharpen all pencils used in the schools.

8.—To sprinkle the yards and streets in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the front yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

11.—To make all minor repairs not requiring the services of skilled artisans.

12.—Janitors will perform the above duties subject to direction by the Principals of schools, and will render assistance by every reasonable means at the call of the Principals.

13.—At the High School and all Grammar Schools, janitors will be expected to give, substantially the whole of their working time to their duties in connection with the school buildings.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The **school year shall begin** during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually designate.

2.—The **regular holidays** shall be Thursday and Friday of Thanksgiving week, Fast Day, Decoration Day, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—**The regular school hours** shall be from 9 o'clock A.M. to 12 M., and from 2 to 4 P.M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with appropriate devotional exercises.

5.—In case of a **violent storm,** the Superintendent will indicate, through the Fire Alarm Telegraph (1–1 and repeat), that the morning session will be prolonged to 1 o'clock.

6.—The public are invited to visit the schools; but **teachers shall not deviate from their usual exercises,** except by request of some member or officer of the Board.

7.—**No one** shall be allowed **to offer** on the school premises **anything for sale,** examination or exhibition; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature.

XXVIII.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year **pupils** in the highest grade of the Grammar Schools, who pass the prescribed examination, **are promoted** to the Hillhouse High School.

2.—**Examination** for the promotion **shall be in writing,** and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each school, under the direction of the Superintendent. All applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—**Instruction may be given** in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German, Greek and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music, and Drawing.

4.—**The particular order** and manner in which instruction shall be given in the branches taught in the High School **shall be arranged by the Superintendent and Principal** of the school, subject to the approval of the Committee on Schools.

5.—**Admission** to this department shall be made **only at the beginning of the year,** unless the candidate shall be qualified to enter the regular course.

HILLHOUSE HIGH SCHOOL.

CLASSICAL DEPARTMENT.

	Time. Each term 20 weeks.	Latin.	Greek.	Mathematics.	History, Geog., &c.
Fourth Class.	1st Term.	Grammar and Reader.		Arithmetic and Book K.	
	2d Term.			Algebra.	Anc. Geog.
Third Class.	1st Term.	Cæsar.	Grammar and White's Lessons.	Algebra.	Greek and Roman Hist.
	2d Term.	Cæsar. Latin Prose Comp.		Algebra.	
Junior Class.	1st Term.	Cicero.	Anabasis.	Geometry.	Mod. Hist.
	2d Term.	Cicero. Latin Prose Comp.	Anabasis.	Physics.	Rhet. and Eng. Lang.
Senior Class.	1st Term.	Virgil.	Homer.		French or German.
	2d Term.	Virgil.	Homer and Reviews.		
Summer.		Reviews.			

HILLHOUSE HIGH SCHOOL.

ENGLISH DEPARTMENT.

FOURTH CLASS.

First Term (20 *weeks*).	*Second Term* (20 *weeks*).
Arithmetic.	*Algebra.*
Physical Geography.	*Book-keeping.*
Botany.	*Physiology.*
French, German.	*French, German.*

THIRD CLASS.

Algebra.	*Algebra.*
Rhetoric and English Language.	*Science of Government.*
Ancient History.	*Mediæval History.*
French, German.	*French, German.*

JUNIOR CLASS.

Geometry.	Geometry.
Physics.	Chemistry.
Modern History.	English Literature.

SENIOR CLASS.

Geology.	
Astronomy.	
English Literature.	Reviews.
Trigonometry.	

NOTE.—All who study either Latin or Greek are considered as belonging to the Classical Department. Those thus ranked have studies in the English Department according to the order of that course.

Studies in Roman type are required; in Italics are optional. All scholars in the regular course are required to take three studies.

COLLATERAL STUDIES.

During each term of the year, at stated times, all the pupils will have exercises in Elocution, in the form of reading, Declamation or Recitation; also in Orthography, Penmanship, Drawing, Vocal Music and Composition.

TABULAR VIEW OF THE SCHEME OF STUDIES IN THE NEW HAVEN GRADED SCHOOLS.

GRADES,	I.					II.					III.					IV.					V.					VI.					VII.					VIII.				
TERMS AND HALF TERMS.	S.	F. T.		W. T.		S.	F. T.		W. T		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.	
	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	1	1	2
PERIODS OF 8 W.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Roe's Charts,	15	30	45																																					
Reader,				41	77																																			
"						48	78	111	144	R.																														
3d "											65	111	158	204	R.																									
4th "																80	133	186	240	R.																				
Intermed'te Reader,																					85	136	188	240	R.															
5th "																										112	161	210	261	R.	315	374	R.							
6th "																																		159	215	272	329	386	444	R.
Town's Speller,											21	25	30	36	R.	41	46	51	56	R.	24	32	40	48	R.	56	64	72	80	R.	88	96	104	114	R.					
Test Words,																																				24	43	63	87	R.
Arithm. 1st Lessons,										21	41	61	72																											
" Elementary,														26	44	63	82	104	128	R.	146	161	180	200	R.															
" Com. Sch'l,																										72	112	143	178	R.	204	228	252	265	R.	282	310	335	R.	R.
" Eaton's Intel.,																			14	21	28	37	42	47	56	61	67	70	75	84	92	101	109	116	124	131	138	145	152	159
Geog. Introductory,																23	43	61	74	R.	79	85	95	107	R.															
" Com. Sch'l,																										18	39	51	63	R.	81	99	109	121	R.					
History U. States,																																				53	105	156	212	R.
Language Primer,																					29	57	83	102	R.															
" Lessons,																										29	59	84	115	R.	143	162	192	R.	R.					
English Grammar,																																				47	97	141	203	R.
Penmanship,											Shorter Course,					1	(Lead Pencil. 1	2	2	2)	2	2	2	3	3	3	3½	3½	3½	4	4	4	4½	4½	4½	5	5	7	7	7
Drawing Charts,	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	7	8	9	9	10	10	11	11	12	13	14	14	15	16	16	17	17	18	18	19	19	20	20
Vocal Music,	16	22	30	33	34	56	64	72	81	88	104	114	124	145	163	20	36	51	66	82	104	124	143	160	176	17	37	57	72	99	17	37	57	72	99	17	37	57	72	99

NOTE.—Each grade comprises one year. Each year is divided into five parts, of eight weeks each. The figures indicate the number of pages in the text book to be completed during each period. The text book of French's First Lessons and Eaton's Intellectual Arithmetic must be used only by the teacher, who will make the lesson a dictation exercise. Omit Arithmetical and Geometrical Progressions, pages 311—320 inclusive, in French's C. S. Arithmetic. Use only the U. S. rule in Partial Payments.

Exercises in Music which may be omitted. Book First: Nos. 332, 353, 370, 393, 407, 409. Book Second: Nos. 22, 77, 133, 160, 180, 226, 227, 232, 253, 254, 258, 264, 265, 341, 375, 399, 415, 419, 431, 470. Book Third: Nos. 42, 70, 73, 75, 103, 122, 137, 150, 161, 162, 173, 174.

Every teacher is held responsible to prepare her pupils thoroughly for promotion to the next higher grade in all the studies required.

Teachers will follow the tabulated scheme with the following exceptions:—

Grade IV, Period 2, Omit page 24— 38, in Geography.
" " " 5, Include 34— 38, "
" V, " 1, " 24— 33, "
" " " 5, " 108—110, " in Arithmetic.

Grade VI, Period 2, Omit pp. 19— 35, and include Conn. in Geography.
" " " 5, Include 24— 35, "
" VII, " 2, " 19— 23, "
" " " 5, " 122—123, "
" VIII, " 1, " 204—223, in English Grammar.

CORRECTED SCHEME OF READERS.

GRADES,	I.					II.					III.					IV.					V.					VI.					VII.					VIII.				
TERMS AND HALF TERMS.	S.	F. T.		W.T.		S.	F. T.		W.T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.	
	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	2	2	T.	1	1	1	2
PERIODS OF 8 W.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Monroe's Charts,	15	30	45	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1st Reader, Franklin	--	--	--	41	77	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2d " [Series,	--	--	--	--	--	48	78	111	144	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3d " "	--	--	--	--	--	--	--	--	--	--	65	111	158	204	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	80	133	186	240	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	80	133	186	240	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
5th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	112	161	210	261	R.	315	374	R.	--	--	--	--	--	--	--
5th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	112	161	210	261	315	374	R.

TABULAR VIEW OF THE SCHEME OF STUDIES IN THE NEW HAVEN GRADED SCHOOLS.

Grades,	I.					II.					III.					IV.					V.					VI.					VII.					VIII.				
Terms and Half Terms.	S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.		S.	F. T.		W. T.	
	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	2	1	2	T.	1	1	1	2
Periods of 8 W.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Monroe's Charts,	15	30	45	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1st Reader,	--	--	--	41	77	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2d "	--	--	--	--	--	48	78	111	144	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3d "	--	--	--	--	--	--	--	--	--	--	65	111	158	204	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4th "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	80	133	186	240	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Intermed'te Reader,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	85	136	188	240	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
5th "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	112	161	210	261	R	315	374	R.	--	--	--	--	--	--	--	--
6th "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	159	215	272	329	386	444	R.
Town's Speller,	--	--	--	--	--	--	--	--	--	--	21	25	30	36	R.	41	46	51	56	R.	24	32	40	48	R.	56	64	72	80	R	88	96	104	114	R.	--	--	--	--	--
Test Words,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	24	43	63	87	R.
Arithm. 1st Lessons,	--	--	--	--	--	--	--	--	--	21	41	61	72	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
" Elementary,	--	--	--	--	--	--	--	--	--	--	--	--	--	26	44	63	82	104	128	R.	146	161	180	200	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
" Com. Sch'l,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	72	112	143	178	R.	204	228	252	265	R.	282	310	335	R.	R.
" Eaton's Intel.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	14	21	28	37	42	47	56	61	67	70	75	84	92	101	109	116	124	131	138	145	152	159
Geog. Introductory,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	23	43	61	74	R.	79	85	95	107	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
" Com. Sch'l,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	18	39	51	63	R.	81	99	109	121	R.	--	--	--	--	--
History U. States,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	53	105	156	212	R.
Language Primer,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	29	57	83	102	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
" Lessons,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	29	59	84	115	R.	143	162	192	R.	R.	--	--	--	--	--
English Grammar,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	47	97	141	203	R.
																	Lead Pencil.																							
Penmanship,	--	--	--	--	--	--	--	--	--	--	Shorter Course,					1	(1	2	2	2)	2	2	2	3	3	3	3½	3½	3½	4	4	4	4½	4½	4½	5	5	7	7	7
Drawing Charts,	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	7	8	9	9	10	10	11	11	12	13	14	14	15	16	16	17	17	18	18	19	19	20	20
Vocal Music,	16	22	30	33	34	56	64	72	81	88	104	114	124	145	163	20	36	51	66	82	104	124	143	160	176	17	37	57	72	99	17	37	57	72	99	17	37	57	72	99

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Every teacher is held responsible to prepare her pupils thoroughly for promotion to the next higher grade in all the studies required.

Teachers will follow the tabulated scheme with the following exceptions:—

Grade IV, Period 2, Omit page 24— 38, in Geography.
" " " 5, Include 34— 38, " "
" V, " 1, " 24— 31, " "
" " " 5, " 108—110, " " Arithmetic.

Grade VI, Period 2, Omit pp. 19— 35, and include Conn. in Geography.
" " " 5, Include 24— 35, " "
" VII, " 1, " 19— 23, " "
" " " 5, " 122—123, " "
" VIII, " 1, " 204—221, in English Grammar.

CORRECTED SCHEME OF READERS.

Grades,	I.					II.					III.					IV.					V.					VI.					VII.					VIII.				
Terms and Half Terms.	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 2	W. T. 2	S. T.	F. T. 1	W. T. 1	W. T. 1	W. T. 2
Periods of 8 W.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Monroe's Charts,	15	30	45	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1st Reader, Franklin	--	--	--	41	77	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2d " [Series,	--	--	--	--	--	48	78	111	144	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3d " "	--	--	--	--	--	--	--	--	--	--	65	111	158	204	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	80	133	186	240	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	80	133	186	240	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
5th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	112	161	210	261	R.	315	374	R.	--	--	--	--	--	--	--
5th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	112	161	210	261	315	374	R.

REMARKS ON THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. The experience of each year will enable us to ascertain what modifications may be necessary to render the scheme more complete.

I.—The "Tabular View" presents the whole course of study, divided into *forty equal parts*, to correspond with the same number of periods of time, each comprising *eight weeks*. This furnishes a convenient *scale* of forty degrees, upon which the pupils of our schools are classified.

II.—Teachers should ascertain, at the outset, what *subjects* are to be taught during each *period of time*, and should aim to make each pupil master every part of the course assigned to the period.

III.—The *youngest class* in the grade is to complete the work assigned for each *period;* and this class will determine the *grade* to which the *room belongs*. The progress of the older classes should not be hindered by those less advanced.

IV.—Teachers must take *special care* that all studies shall be advanced equally, as determined by the scheme; that no *favorite* study or exercise shall receive undue attention, to the neglect of other studies.

V.—If a teacher is not able to take her class thoroughly over the work assigned for each period, there is reason for investigation on her part, to determine the cause of failure, and to seek how to avoid it in future. *Aim to keep the classes on the grade.*

VI.—Each Principal is at liberty to make a more detailed scheme of studies for each *period*, to be limited by the general scheme, as defined by the foregoing table. The Principals are expected to see that every teacher, in their respective districts, shall give faithful and satisfactory instruction as required by this scheme, and report their results of examinations to the Superintendent, near the end of the Fall and Winter Terms.

VII.—N. B.—Teachers must be careful to *keep themselves familiar* with *those parts* of this "Course of Study" which pertain to *their own grades*, and to *follow faithfully the directions given.*

JANITORS.

High School,	William Tully,	$575	254 Congress Ave.
Eaton School,	Nehemiah Bristol,	575	250 Franklin.
Webster School,	John W. Mattingly,	500	6 College.
Dwight School,	George W. Judd,	500	66 Martin.
Wooster School,	David Sturgis,	500	29 Greene.
Skinner School,	Henry S. Loper,	500	68 Bradley.
Washington School,	James O'Brien,	500	18 Salem.
Woolsey School,	John Weld,	500	138 Saltonstall Av.
Hamilton School,	Patrick Hall,	500	83 Grand.
Cedar Street School,	Henry W. Blakeslee,	450	77 Washington.
Whiting Street School,			
Dixwell School,	John W. Munson,		100 Webster.
Grand Street School,	Owen A. Monson,		42 Pierpont.
Fair Street School,	Isaac Martyn,	300	10 Brewery.
Division Street School,	James Henry,	300	Shelton Avenue.
Edwards Street School,	Michael Cannavan,	200	Willow.
West Street School,	John Kallaher,	200	5 Hedge.
Greenwich Ave. School,	Michael Reardon,	200	Clark Avenue.
Oak Street School,	James Keegan,	200	31 Auburn.
Davenport Ave. School,	E. S. Willis,	200	27 Asylum.
Humphrey Street School,	Michael Hughson,	200	177 Franklin.
Small Schools, Evening Schools, Office, estim.,		550	

COURSE OF STUDY.

THE FOLLOWING COURSE OF STUDY IS MADE OBLIGATORY BY THE BOARD UPON ALL THE GRADED SCHOOLS.

GRADE I.—FIRST YEAR.

SUMMER TERM.

Reading.—Lessons from cards and blackboard. First Reader begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Spelling.—All words used in the reading lessons are to be spelled by letter and by sound.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Chart No. 1.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not* proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

FALL TERM.

Reading.—First Reader. Enunciation and phonic elements to be carefully applied in the reading exercises.

Spelling.—All words found in the reading lesson, and occasionally words used by the children, or occurring in conversation.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Chart No. 1.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room: its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc. Form sentences orally.

Morals, Manners, Maxims, — Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."

WINTER TERM.

Reading.—Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—As before. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters; teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Chart No. 2.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, *teacher placing the exercises on the blackboard.* Review definitions at close of term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right in everything at all times.

N. B.—Keep all studies thoroughly reviewed.

GRADE II.—SECOND YEAR.

SUMMER TERM.

Reading.—Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Chart No. 2.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher *improvising* in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment, and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

FALL TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 3.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35, Jepson's Music Reader, Book First. Teachers *improvise* same class of exercises at each lesson. Drill 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses: their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

WINTER TERM.

Reading.—Follow previous directions.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 3 and 4.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred.

Singing.—Finish Chapter 39. Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food ; whence obtained ? What is eaten raw ? How prepared ? What is cooked before being eaten ? Different modes of cooking. Food of domestic animals. Our homes ; different rooms and their uses ; modes of heating and lighting ; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness ; the reward it brings ; the exercise of skill in labor ; inventions to make labor easy ; to facilitate travel ; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

N. B.—Keep all studies thoroughly reviewed.

GRADE III.—THIRD YEAR.

SUMMER TERM.

Reading.—Third Reader.

Spelling.—As before.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Chart No. 4.

Arithmetic.—French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Roman numerals to one thousand. Pupils are *not to have a book.* Teacher must dictate the questions.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book First. Spend six weeks on the subject of Chapter 40, *improvising* at each exercise, introducing each third of the scale with eighth notes separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employment. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness ; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success ; if he gets a bad name, is dishonest, a

cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

FALL TERM.

Reading.—Third reader continued. Observe directions previously given. Special care to be taken to *express* the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Slate Writing.—As heretofore.

Drawing.—Charts Nos. 4 and 5.

Arithmetic.—French's First Lessons. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 47, Jepson's Music Reader, Book First. Spend four weeks each, on Chapters 42, 45. *Improvise* at each exercise, introducing the fourths and fifths of the scale with eighth notes, separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

WINTER TERM.

Reading.—Third Reader. Directions as before.

Spelling.—As before. Town's Speller commenced. Pupils need not be required to memorize the defining words, but call attention to the general similarity of meaning. Spell, at each lesson, a few words by phonic elements (pp. 11 and 12 Town's Speller) and analysis (p. 13). Explain the *Key Mark* and its use (43, p. 7); also the marks indicating long and short sounds (1 and 2, p. 6). Spell orally and by writing. Teach the table of elementary sounds (p. 8). Require pupils to syllabicate, to know to which syllable every letter belongs. Teach the use of marks indicating sounds of vowels when found in the lessons, as No. 6, p. 6, numbers 18, 19, 30, 31, 32, 34, etc., in same table. Follow directions previously given.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Chart No. 5.

Arithmetic.—French's First Lessons. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher. Teacher only to use the book.

Singing.—Finish Chapter 51, Jepson's Music Reader, Book First. Spend four weeks each on Chapters 48, 49, 50 and 51. *Improvise* single part exercises daily, preferring them to exercise with syllables applied. Daily drill, 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

N. B.—Keep all studies thoroughly reviewed.

GRADE IV.—FOURTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Town's Speller. The definitions on the fifth and sixth pages to be learned; also the Synopsis of the Key, bottom of p. 7. All previous directions to be kept familiar.

Writing.—As before.

Drawing.—Chart No. 6.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Harper's Introductory. Draw Map on p. 22.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D, preferring them to exercise with syllables applied. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instructions lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

FALL TERM.

Reading.—Fourth Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Book No. 1, Spencerian shorter course, with lead pencil, to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts No. 6 and 7.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Harper's Introductory. Draw Map of 1. New England. 2. Middle Atlantic. 3. South Atlantic and South Central. 4. North Central States.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two or more examples of each to be thoroughly studied. Also color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

WINTER TERM.

Reading.—Fourth Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, Shorter Course, with analysis.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic; to be used only by the teacher.

Geography.—Harper's Introductory. Draw Map of 1. West Central States and States of the Plains. 2. Western or Highland States. 3. United States.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification same as last term. The following to be studied; vulture, mocking-bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

N. B.—Keep all studies thoroughly reviewed.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Intermediate Reader commenced. Directions as heretofore.

Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the *notation* found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Chart No. 9.

Arithmetic.—French's Elementary Arithmetic, Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of North America.

Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar. Swinton's Language Primer.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Intermediate Reader. Give careful attention to modulation.

Spelling.—Town's Speller.

Writing.—Book 2, with practice paper.

Drawing.—Chart No. 10.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. South America. 2. Europe.

Language.—On subjects from oral instructions lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

FALL TERM.

Reading.—Fourth Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Book No. 1, Spencerian shorter course, with lead pencil, to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts No. 6 and 7.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Harper's Introductory. Draw Map of 1. New England. 2. Middle Atlantic. 3. South Atlantic and South Central. 4. North Central States.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two or more examples of each to be thoroughly studied. Also color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

WINTER TERM.

Reading.—Fourth Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, Shorter Course, with analysis.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic; to be used only by the teacher.

Geography.—Harper's Introductory. Draw Map of 1. West Central States and States of the Plains. 2. Western or Highland States. 3. United States.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification same as last term. The following to be studied; vulture, mocking-bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

N. B.—Keep all studies thoroughly reviewed.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Intermediate Reader commenced. Directions as heretofore.

Spelling.—Town's Speller. Teachers are to keep the pupils familiar with the *notation* found on the pages before the 14th. All previous directions are to be followed until the pupils are quite familiar with them.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Chart No. 9.

Arithmetic.—French's Elementary Arithmetic, Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of North America.

Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar. Swinton's Language Primer.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Intermediate Reader. Give careful attention to modulation.

Spelling.—Town's Speller.

Writing.—Book 2, with practice paper.

Drawing.—Chart No. 10.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. South America. 2. Europe.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each Chapter, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right *choice* of objects; right *way* of securing them; right *time* for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

WINTER TERM.

Reading.—Intermediate Reader.

Spelling.—Town's Speller.

Writing.—Book No. 3, and practice paper.

Drawing.—Chart No. 11.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. Asia. 2. Africa.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly; whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Swinton's Language Primer.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.—SIXTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. Former directions to be observed through this grade.

Spelling.—Town's Speller. Former directions to be observed through this grade.

Writing.—Spencerian Writing Book, No. 3, with practice paper and analysis.

Drawing.—Chart No. 12.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, each scholar to write out all the transpositions of the scale, teacher improvising single part exercises on the subject of each lesson; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons. Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit, importance of good; consequences of bad; who are slaves under control of habit.

FALL TERM.

Reading.—Fifth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book No. 3½.

Drawing.—Charts Nos. 13 and 14.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of 1. New England. 2. Connecticut. 3. Middle Atlantic. 4. South Atlantic and South Central. 5. Central North Division.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given. Teacher must not fail to improvise exercises, introducing each new accidental.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons. Some object from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

WINTER TERM.

Reading.—Fifth Reader.

Spelling.—Town's Speller.

Writing.—Writing Book Nos. 3½ and 4, with practice paper and analysis.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of 1. West Central and States of the Plains, North Division. 2. West Central and States of the Plains, South Division. 3. Highland States. 4. United States.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and Foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons or Grammar. Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals in those with whom they associate in private and public life.

N. B.—Keep all studies thoroughly reviewed.

GRADE VII.—SEVENTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. Vocal drill and all previous directions, are to be regarded by this grade.

Spelling.—Town's Speller. Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Book, No. 4, with practice paper. Analysis and blackboard illustrations.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's New Language Lessons.

Geography.—Harper's School. Draw Map of 1. Dominion of Canada, East and West. 2. Mexico and West India Islands. 3. South America.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

FALL TERM.

Reading.—Fifth Reader.

Spelling.—Town's Speller. The work of this term is specially important, and requires careful attention.

Writing.—Writing Book 4½.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's Language Lessons, as last term.

Geography.—Harper's School. Draw Map of 1. Europe. 2. British Is. 3. Western and Central Europe. 4. German Empire. 5. Asia.

Singing.—Jepson's Music Reader. Same as for second term, grade six.

Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and employed.

WINTER TERM.

Reading.—Sixth Reader.

Spelling.—Town's Speller; directions as last term; book finished.

Writing.—Writing Book, No. 4½.

Drawing.—Chart No. 17.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's Language Lessons.

Geography.—Harper's School. Draw Map of 1. Greek Archipelago. 2. Africa.

History U. S.—Anderson's Grammar School.

Singing.—Jepson's Music Reader. Same as for the third term, grade six.

Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.

Language.—As during first term.

Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.—EIGHTH YEAR.

SUMMER, FALL AND WINTER TERMS.

Reading.—Sixth Reader. See directions for Grade VII, first term.

Spelling.—Henderson's Test Words. 2d term, finish; 3d term, review.

Writing.—Books No. 5 and 7, with practice in rapid writing.

Drawing.—Charts 18, 19 and 20.

Arithmetic.—1st term, French's Common School Arithmetic. Eaton's Intellectual Arithmetic. 2d term, complete French's Common School Arithmetic, and 3d term review it.

English Grammar.—Swinton's.

History U. S.—Anderson's Grammar School.

Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.

Oral Instruction,
Language,
Morals and Manners, } As during first term, Grade VII, or any topic previously given.

N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

Desk No. 4.

1900

101277

ANNUAL REPORT

OF THE

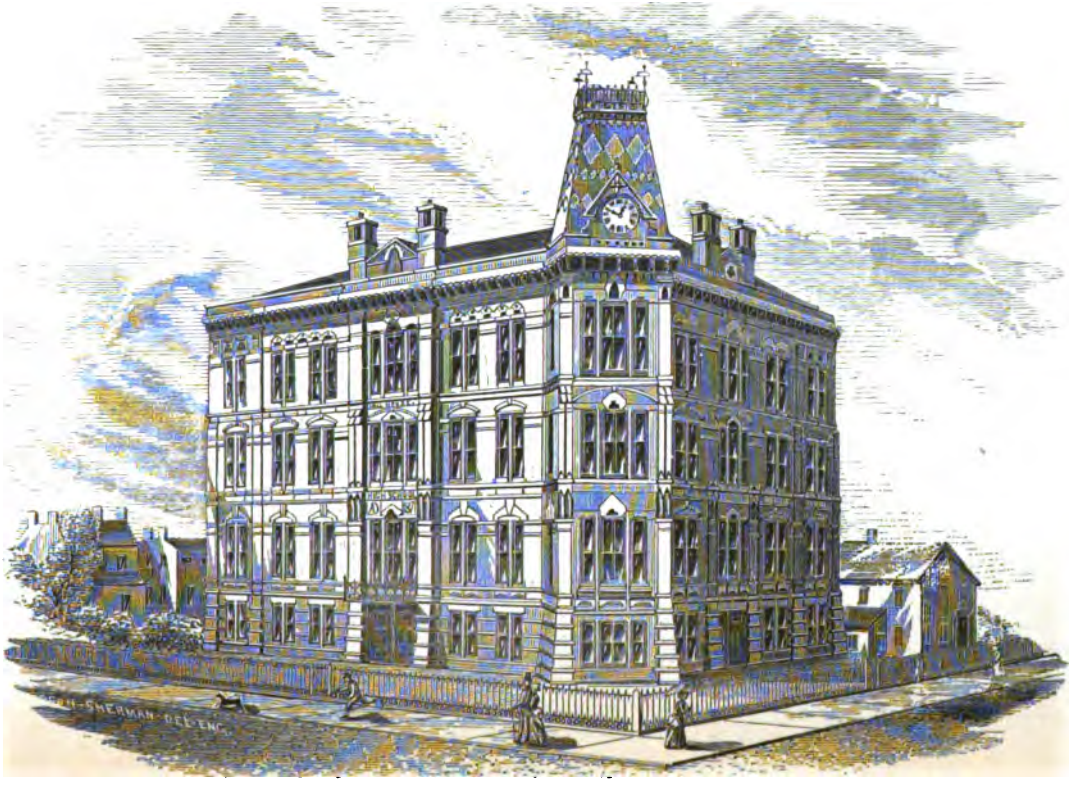
BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Aug. 31, 1880.

NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1880.



HILLHOUSE HIGH SCHOOL, NEW HAVEN, CONN.

SCHOOL OFFICERS.

BOARD OF EDUCATION.

HARMANUS M. WELCH, PRESIDENT.

	Term expires.
HARMANUS M. WELCH,	1880
MAIER ZUNDER,	1880
FRANCIS A. WALKER,*	1880
SAMUEL HEMINGWAY,	1881
ARTHUR D. OSBORNE,	1881
JOSEPH J. SWEENEY,	1881
NATHAN T. BUSHNELL,	1882
PATRICK MAHER,	1882
JOSEPH GILE,	1882

COMMITTEE OF FINANCE:

SAMUEL HEMINGWAY, HARMANUS M. WELCH,
JOSEPH J. SWEENEY.

COMMITTEE ON SCHOOLS:

ARTHUR D. OSBORNE, MAIER ZUNDER,
PATRICK MAHER.

COMMITTEE ON SCHOOL BUILDINGS:

NATHAN T. BUSHNELL, FRANCIS A. WALKER,
JOSEPH GILE.

SUPERINTENDENT:
ARIEL PARISH.

SECRETARY:
HORACE DAY.

TREASURER:
HARMANUS M. WELCH.

COLLECTOR:
WILLIAM HILLHOUSE.

AUDITORS:

FRANCIS E. HARRISON, RICHARD F. LYON.

* Resigned.

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1900.

REPORT

OF THE

BOARD OF EDUCATION.

THE Board of Education in presenting the accompanying reports and documents, illustrating the condition of our schools during the year now closed, congratulates the district on their general prosperity. With the healthful growth of the city in all branches of manufacturing and commercial industry, there should be a corresponding growth in the completeness of our system of public instruction. The schools have cost the city much money in the purchase of valuable lots, in the erection of commodious houses and in its annual expenditures for the instruction of more than 10,000 children. New Haven has been liberal in its provision for the best possible elementary education. For more than twenty years many of our fellow citizens have devoted much time gratuitously to their oversight and improvement. The result of this expenditure of time and money ought now to be fully apparent. The Board believes it expresses the general sentiment of the community in saying that our schools are worth all they have cost. Probably few cities can be found where so large a proportion of the

juvenile population is educated together, without distinction of race, color, or condition, as in the free public schools of New Haven. That they have the general confidence and support of all classes of our fellow citizens, is a matter of just congratulation. Each year indicates more unmistakably that public schools rightly managed and properly limited are an essential part of a free republic.

To meet the growing wants of our city, the Board has erected during the year one school house on Hallock street, containing eight rooms with four hundred seatings, and a second, on Lloyd street, with four rooms and two hundred seatings, besides purchasing a very eligible lot on Ferry street, Fair Haven, where the demand for a new school house has become very urgent. It was the original intention of the Board to erect only a primary school house in the Washington District, but it became evident that it would soon be necessary to call upon the district for an appropriation to build a second house in the immediate vicinity. After much hesitancy the Board contracted for the present building with four rooms finished, leaving the entire completion of the building to a separate agreement. This arrangement will probably supersede the necessity for another school house in this district for three or four years to come. When the Ferry street lot was purchased, it was the purpose of the Board immediately to build upon it; but after further investigation it was found that the school house should, for the present accommodation of Fair Haven, be located south of Grand street. The wisdom of this change seems at this time to be unquestionable. Both buildings are every way creditable to the district. A school house is imperatively called for on the Ferry street lot to meet the

wants of the growing population above Mill River and north of the Shore Line Railroad track. To provide for the instruction of the increasing number of children in our schools—increasing both by the natural growth of the population and by the increasing confidence of the community in the excellence of the public schools—has necessarily caused an increased expenditure. Under ordinary circumstances, an increase in population implies an increase of aggregate wealth. But for the last five years the population has largely increased, while the Grand List has decreased. In 1875 it amounted to $56,000,000. The last assessment was on $46,000,000. The average number of children in the former year was 7,428. The present number is 9,394. Not only had provision to be made for the instruction of these additional children, but also, and largely, for the construction of school houses for their accommodation. Under the most favorable view of the wants of the district, the Board cannot see its way clearly to meet its current expenses for the ensuing year on a tax less than two and a quarter mills on the dollar. For several years, the income of the district has been less than its expenses: but the tax on the Grand List payable in August last, enables the district to meet its expenses for the coming year at a slightly reduced rate of taxation.

General F. A. Walker having resigned, and the term for which Maier Zunder and H. M. Welch were elected, having expired, these vacancies will require to be filled at the coming school meeting.

In behalf of the Board,

H. M. WELCH, *President.*

NEW HAVEN, August 30, 1880.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submits the following Report, including the accounts of the Treasurer and Secretary:

TREASURER'S ACCOUNT.

RESOURCES.

By Town of New Haven, from Taxes,	$44,929.63
" William Hillhouse, Collector of Taxes,	115,367.61
" State of Connecticut, for Library,	550.00
" Loans from Connecticut Savings Bank,	45,000.00
" Horace Day, Sundry Collections,	1,734.58
" Connecticut State School Fund,	11,116.00
" Connecticut Civil List,	20,842.50
" Income Town Deposit Fund,	1,646.29
" Loan from S. Hemingway,	20,000.00
" Loan from First National Bank,	20,000.00
" Insurance, German School,	106.40
Total,	$281,293.01

EXPENDITURES.

Balance due Treasurer at last report,	$ 2,178.16
Paid School Orders,	256,923.01
Balance to new account,	22,191.84
Total,	$281.293.01

Respectfully submitted,

H. M. WELCH, *Treasurer.*

NEW HAVEN, Sept. 9, 1880.

The undersigned having examined the accounts and vouchers of H. M. Welch, Treasurer of the New Haven City School District for the year ending Sept. 1, 1880, find the same correct, and that a balance of Twenty-two thousand one hundred ninety-one dollars and eighty-four cents ($22,191.84) was due by said Treasurer to said District on said date.

FRANCIS E. HARRISON, } *Auditors.*
RICHARD F. LYON, }

NEW HAVEN, CONN., Sept. 9, 1880.

SECRETARY'S ACCOUNT.

The expenditures for the year ending August 31, 1880, have been as follows, viz:

Salaries of Teachers,	$134,148.32	
" Janitors,	8,214.10	
" Superintendent,	2,700.00	
" Secretary,	2,475.00	
		$147,537.42
Fuel,		4,558.40
Rent—Hamilton School,	1,000.00	
German-English School,	275.00	
Blatchley Ave. School,	150.00	
		1,425.00
Printing—Annual Report, and Rules of the Board,	440.57	
High School Reports and other printing,	71.75	
Papers for High School Examinations,	94.50	
Papers for High School Graduation,	16.00	
Registers,	45.00	
Report Blanks to Superintendent,	46.55	
Advertising,	76.78	
Circulars and Schedules,	12.50	
High School Catalogue,	116.00	

Printing Merit Cards,	$12.50	
Absence Cards,	16.34	
Supply Orders,	4.25	
School Diaries,	68.40	
Grammar School Examination Papers,	7.25	
Drawing Cards,	7.50	
		$1,035.89
Books, Philosophical and Chemical Apparatus, etc., High and Grammar Schools,	924.55	
Reference Books,	52.97	
School Books,	556.47	
Maps and charts,	18.15	
		1,552.14
Stationery—Writing paper,	290.02	
Drawing paper,	163.30	
Lead pencils for drawing and writing,	176.40	
Slate " " "	19.24	
Pens,	202.12	
Pen holders and pen racks,	32.40	
Ink,	42.00	
Ink stands, ink wells and covers,	39.28	
Chalk crayons,	119.30	
Envelopes,	6.96	
Blank Book, Grand List,	12.00	
Letter Files and Binders,	7.00	
Blank Books,	1.00	
Music Paper,	14.40	
		$1,125.42
Supplies for Janitors—Brooms,	7.10	
Floor Brushes,	100.47	
Feather and Counter Dusters,	87.33	
Mats and Matting,	30.50	
Shovels, Hods and Dust Pans,	13.85	
Baskets, Pails and Cups,	25.23	
Step Ladders,	8.48	
Bells,	.50	
Hose, Hose Reels and watering,	86.66	
Thermometers,	3.00	
Black Board Rubbers,	61.54	
		$424.66

Miscellaneous—Annual School Meeting,	$104.24	
Enumerating Children,	347.39	
Assessors' Bill for making Grand List,	500.00	
Cleaning School-houses,	561.85	
Furniture and Repairs,	996.93	
Musical Instruments and Repairs,	67.00	
Clocks and Repairs,	77.79	
Gas and Oil for Ev'g Sch., Office, High Sch.,	148.93	
Travel and Carriage Hire,	52.35	
Freight, Express, Carting and Errands,	55.95	
Postage,	13.10	
Auditor,	5.00	
Curtains,	292.87	
High School Diplomas,	43.82	
High School Graduation Exercises,	6.00	
Rent of Telephones,	132.90	
Taxes overpaid—returned,	8.59	
Insurance,	56.20	
Work in office,	16.00	
		$3,486.91

Repairs—Furnaces, Stoves and repairs in all schools,	840.17	
High School,	353.84	
Webster "	388.63	
Eaton "	236.99	
Wooster "	56.58	
Dwight "	62.65	
Skinner "	203.78	
Washington School,	78.50	
Cedar St. "	29.66	
Dixwell "	205.82	
Grand St. "	74.49	
Fair St. "	64.38	
Woolsey "	106.11	
Division St. "	11.80	
Carlisle St. "	49.00	
Oak St. "	17.92	
Orphan Asylum"	7.95	
Davenport Av. "	15.86	
Edwards St. "	10.25	

Repairs and Improvements—West St. School,	$ 3.21	
Blatchley Av. School,	2.14	
Humphrey St. "	11.05	
Greenwich Av. "	29.17	
German-English "	11.79	
Office,	1.75	
		$2,873.49
Ordinary Expenses,		$164,019.33

EXTRAORDINARY EXPENSES.

Hallock School—Lot,	$2,000.00	
Architect,	115.20	
Mason's Contract,	2,185.00	
" Agreement,	1,200.00	
Joiner's Contract,	5,815.00	
" Agreement,	1,585.00	
Lightning Rods,	130.26	
Concrete Walks,	86.54	
Furnaces,	745.00	
Tinting Walls, and other painting,	65.30	
Extras,	36.09	
		$13,963.39
Lloyd St. School—Lot,	$1,200.00	
Architect,	88.70	
Mason's Contract,	4,443.00	
Joiner's "	3,987.00	
Furnaces,	450.90	
Lightning Rods,	101.35	
Iron Fence,	120.00	
Water Connection,	40.18	
Extras,	37.30	
		$10,468.43
Sewer, Wall street,		67.38
Ferry street Lot,		2,009.81
Interest on Temporary Loans,		1,365.28
Temporary Loans paid,		65,000.00
Extraordinary Expenses,		$92,874.29

Total Expenses,	$256,893.62
Ordinary Expenses for the year ending September 1, 1879,	$165,270.19
" " " " " 1880,	164,019.33
Decrease,	$1,250.86
Extraordinary Expenses for the year ending September 1, 1879,	$60,703.88
" " " " " 1880,	92,874.29
Increase,	$32,170.41

NEW HAVEN, Sept. 9, 1880.

The undersigned have examined the bills, accounts, and vouchers of Horace Day, Secretary of New Haven City School District, for the year ending September 1, 1880, and find the same correct.

FRANCIS E. HARRISON, } *Auditors.*
RICHARD F. LYON, }

The ordinary expenses of the School District, for the year commencing September 1, 1880, are estimated by the Committee as follows, viz:

Salaries of Teachers,	$140,000.00
" Officers,	5,175.00
" Janitors,	8,600.00
Books, Stationery and Printing,	3,500.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500.00
Rent of School-houses,	1,275.00
School Census and making Grand List,	1,000.00
Cleaning School-houses,	600.00
Fuel,	5,000.00
Repairs,	3,000.00
Contingencies,	1,000.00
Interest on Temporary Loans,	1,500.00
" " Permanent Loans,	1,000.00
	$172,150.00

The following real estate owned by the District is estimated as nearly as possible at its original cost.

Webster School Lot and Building,	$ 23,000.00
Eaton School Lot and Building,	46,300.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,	8,500.00
Cedar Street School Lot and Building,	7,000.00
Whiting Street School Lot and Building,	2,000.00
Wooster School Lot and Building,	25,000.00
Fair Street School Lot and Building,	12,400.00
Skinner School Lot and Building,	46.000.00
Washington School Lot, Building and Furniture,	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,	7,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	24,000.00
Woolsey School Lot, Building and Furniture,	45,000.00
West Street School Lot, Building and Furniture,	18,200.00
Greenwich Avenue School Lot, Building and Furniture,	10,350.00
Davenport Avenue School Lot, Building and Furniture,	15,200.00
Humphrey Street School Lot, Building and Furniture,	14,350.00
Hallock Street School Lot, Building and Furniture,	14,550.00
Lloyd Street School Lot, Building and Furniture,	11,050.00
Ferry Street Lot,	2,010.00
	$586,110.00

The indebtedness of the District is now $20,000.

Respectfully submitted,

SAMUEL HEMINGWAY, *Chairman.*

NEW HAVEN, Aug. 31, 1880.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the New Haven City School District:

GENTLEMEN:—Herewith I submit this my fifteenth annual report of the schools under your care, for the year ending August 31st, 1880.

Notwithstanding the serious disadvantages under which the schools have labored, the work of the year may be regarded as satisfactory and successful. The teachers have never manifested greater earnestness in the performance of their duties, and the progress of the pupils in their studies has been greater than could have been reasonably anticipated, while the schools were suffering from causes which have affected them to an unusual extent.

The average attendance has been slightly reduced, but not so much, on the whole, as was expected while experiencing the interruptions from which the schools have suffered. There has been a marked tendency, among the teachers generally, to govern their schools by the mildest means, consistent with efficiency and securing order which would contribute most to successful mental application of the pupils. The uniform cheerfulness and manifest enjoyment of the scholars at their work, in school hours, is exceedingly gratifying to those who witness the busy employments in the school-room. It is earnestly to be hoped that by the skill and wise management of teach-

ers, by the cheerful coöperation of parents, and the aid, in extreme cases, of the truant schools, the necessity for corporal punishment may be reduced to a minimum, in all our schools, as it already is in some of them.

Among the prominent features of the school record, during the past year, the following are deemed worthy of notice:

1. The extraordinary prevalence of contagious diseases, to which children are subject, has seriously hindered the progress of school work. The almost entire exemption of the youth of the city from such diseases, during the previous year, contributed perhaps to increase the numbers for the sweep of the epidemic of the past season. Early in the year a single case of measles occurred in the primary room of the Grand St. School. As soon as the fact was known, the child was removed from the school; but the contagion had taken effect. In a few days three or four children were sick with the same disease and withdrawn. Other cases followed till less than half of the pupils of the room remained. For a considerable time the disease was confined to the school, and almost to the room where it first originated. Even the Woolsey and Blatchley Av. primaries, although but a short distance from the Grand St. School, were exempt for many weeks from the contagion.

The next appearance of the disease was in the Dwight district, nearly three miles distant. There it spread rapidly in spite of all rules, medical and scholastic, and in due time it reached nearly every school in the city. Later, whooping cough and subsequently mumps were quite prevalent, the latter continuing through the summer term. Comparatively few cases of scarlet fever, diphtheria, or throat diseases occurred during the season.

The injurious effect on the progress of school work was soon obvious, both in the derangement of classes and demoralization of attendance. The latter was not a little aggravated by the enforcement of the rule requiring the withdrawal of pupils living in the family, or house, in

which any person is sick with contagious disease; for, sometimes a pupil was withdrawn upon the occurrence of any sickness, till all doubt was removed whether the disease was contagious; and sometimes a child was kept out for a long time, because of uncertainty whether the period of the disease was passed when a communication of it was possible. Again, some pupils regarded it no hardship to sacrifice their own interests, by prolonging their freedom from the requirements and duties of the schools, indefinitely, when by so doing they were conscious of performing a higher duty in behalf of the public welfare.

Nevertheless the rule was well enforced, though it was evident, in many cases, that parents were quite willing to keep their children out for their convenience, and the children to remain out for their own pleasure.

It is doubtless desirable to use every precaution to prevent the introduction and check the spread of measles, as it is of all contagious diseases, even though physicians differ in opinion about the possibility of preventing or restraining its progress. Our experience, during the past year, shows how futile are the best efforts to resist or control this disease, which so readily becomes epidemic among children. A disposition to censure those charged with the care and instruction of the children, for the existence of the disease and neglect of duty, seems hardly justifiable.

2. The progress of the schools has been somewhat retarded by the withdrawal of scholars to engage in employments which the increased activity of business has created. Many pupils have been tempted to leave school temporarily, and on their return have found themselves behind their classes. This created the alternative, that such pupils must fall back to the class below, or increased effort on the part of the teacher, to recover the lost lessons, became necessary. Retarded progress of those who had been regularly present and performed their work, was also a necessary consequence.

Many vacancies made by permanent withdrawals, were filled by promotions, which reduced the grade and dis-

turbed the equality of classification. As a consequence, the pupils in the higher grades will be somewhat younger next year, and less mature than heretofore.

3. The steady increase of children requiring provision for their instruction, is a fair indication of the growth of the city. The enumeration of last January shows a gain of four hundred and twenty-seven persons, between the ages of four and sixteen years, above the number returned by the previous census. Ten additional school rooms have been opened since the commencement of the present school year, requiring a corresponding increase of teachers.

4. The earnest desire of the teachers to obtain information relating to the best methods of instruction and government has been evinced by their attendance upon the meetings of the Teachers' Association; by contributing to a fund for the purchase of educational periodicals and books, which have been used by the teachers in several of the sub-districts as a circulating library; and by a desire to learn and test the merits of the famous Quincy methods, which have of late been the subject of a large amount of discussion among teachers throughout the country. Especially has a new and deep interest been awakened in the subject of reading, since the introduction of new reading books.

5. I may repeat here with emphasis what I said last year respecting the increasing interest of parents, expressed by earnest language of approval and attendance upon school exercises. More than four thousand parents and friends of the children, with others interested in the subject of public instruction, have been present, during the past year, to witness the recitations of the pupils and observe the methods of the teachers. The programme of exercises, for these public occasions, consisted almost entirely of recitations of lessons in which the pupils are ordinarily engaged in their daily school employment. The leading object of the teacher was, to exhibit her method of performing her duties and the routine of reci-

tations and movements of the classes, as nearly like the usual school work as possible. Review, or advance lessons might be the subject of the occasion. Reading at sight what the pupils had not before seen, and general questions to test their intelligence, gymnastics, vocal music with an occasional recital or declamation interspersed, added variety and interest. Nothing for show was deemed desirable, except to make a creditable presentation of the ordinary methods of the school. Little extra time or effort is necessary in preparation for such a "public day" performance, if the daily duties of the school are properly performed; for *every school exercise*, conducted by the teacher as if under the inspection of parents and school authorities, will insure all needed preparation on the shortest notice. And the teacher who fails thus to perform her work, conscious of neglect, has reason to dread the necessity of recovering, by extra labor, what has been lost by previous omission of duty.

Both teachers and pupils, who have passed successfully through a public exercise, are among the best satisfied of the assembled company; and with good reason, for they have witnesses to appreciate and approve what they have been striving long and laboriously to accomplish. Full credit is due to both for faithful effort. To parents, it is visible evidence of the manner in which their children are taught and trained, and imparts to them real knowledge of school work which they can obtain in no other way.

But most important of all is this, that between parents and teachers a mutual sympathy is established, and a thorough coöperation is kept in constant, active exercise, by which is secured to the pupils the best preparation possible for their future usefulness and welfare.

6. The table of statistics following is chiefly a condensation of tables to be found in the appendix. For particulars relating to any individual school, reference should be made to those tables. The necessity and utility of keeping and tabulating so many records, has sometimes been questioned by persons not familiar with the

routine of school work. As to the necessity, it may be said, that the law of the State requires the Board of Education to "make a full report of their doings and the condition of the schools," at a specified time in each year; and by our local authority it is made the duty of the Superintendent "to report to the Board the results of his observations," with the evident intention that he shall furnish the information which the law specifies. Again, the law requires that the State Board of Education "shall prescribe the form of registers, of blanks and inquiries for the returns to be made by the boards." In these blanks so required by law, are found nearly all the items embraced in our own tables. We have simply adopted the most convenient form of keeping records of information, which must be reported and made accessible to all who have authority to require such information, as a matter of public concern.

Not only in obedience to authority are these records kept, but more especially as sources of information, both for present use and future reference. Every week, as fresh returns come in from the schools, their exact condition, in many particulars, is revealed, which could not be done in any other way so effectually, with as little trouble. The encouragement and stimulus to both teachers and pupils, to secure good results, afford ample justification for the practice. As years pass on, their historical character will become increasingly valuable to those who shall hereafter be made responsible for the well-being and improvement of the schools. A means of comparing the present with the past may furnish warning against failure, or encouragement to greater effort by evidence of present success. To some, figures are uninteresting, sometimes repulsive and signify nothing. But much depends on what the figures represent and the interest felt in the results which they indicate. In all school duties, whether in attendance or instruction, figures have told their story and exerted an influence, without which our progress would have been far different from what it has been.

SUMMARY OF STATISTICS FOR 1879–80.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1870, was		49,621
Westville, a part of the *town*, but not of the city,		1,265
Total population of the city and town,		50,886

PROPERTY VALUATION FOR 1879.

Assessed valuation of real estate of the town and city,		$34,922,157
Assessed valuation of personal property,		12,130,874
Total assessed value of the town and city,		$47,053,031
Deduct the assessed value of Westville,		1,225,224
Total assessed valuation of the city,		$45,827,807
Estimated full value of real estate,		$46,562,876
Estimated full value of personal property,		16,174,499
Total estimated value of the town and city,		$62,737,375
The rate of taxation for all school purposes, was .0025 or 2½ mills on a dollar,		.0025
For all city and town purposes, 14 mills,		.0140
Total rate of town, city and school taxation, 16½ mills on a dollar,		.0165

RATIO OF CHILDREN TO POPULATION.

The number of persons between the ages of 4 and 16 years, enumerated in January, 1880, was		13,897
Increase since 1879,	427	
The ratio of the number of children between 4 and 16 years to the whole population of the city, was in 1870 as	1:4 $\frac{8}{12}$	
Supposing the ratio to be the same now, the present population of the city may be estimated thus:		
No. of children 13,897 × 4 $\frac{8}{12}$ = the No. for the city,	61,378	
No. of children 13,897 × 4.526 = the population of the town, *i. e.* = Westville and city—estimated		62,897
The exact population of the city, by the census of 1880, is reported	61,415	
The population of Westville, is reported	1,494	
Total of the city and Westville, *i. e.* the town,		62,909
Difference between the estimated No. and the census No.,		12
Total increase of the city since 1870, 21 %,		11,794
Total increase of Westville since 1870, 18 %,		229
Total increase of the town, 23½ %,		12,023

SCHOOL BUILDINGS.

Number of school houses occupied and owned by the District,		22
Number of school houses occupied and rented by the District,		4
Number of school houses occupied—owned and rented by the District,		26
Number of school rooms occupied,		184
Increase,	10	
Number of sittings,		9,382
Increase,	490	

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,		16
Number of female teachers,		209
Number of teachers employed in the day schools, including drawing and music teachers,		225
Increase,	11	
Number of male teachers employed in the evening schools for young men,		7
Total number of teachers employed in the day and evening schools,		232

NUMBER OF PUPILS.

Whole number registered during the year,		11,897
The ratio of the whole number registered to the number enumerated,		.856
Average number registered (belonging) during the year,		8,356
Increase,	191	
Average number in daily attendance,		7,931
Increase,	227	

ATTENDANCE.

Per cent. attendance of all the day schools,		.949
Increase,	.005	
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years),		.601
Decrease,	.005	
Ratio of the daily attendance to the number enumerated,		.571
Decrease,	.001	
Whole number of absences during the year,		170,227
Decrease,	7,795	
Average number of absences to a scholar, based on the number belonging,		20.4
Decrease,	1.4	
Average number of scholars absent each half day, in all the schools,		425
Decrease,	20	

Whole number of tardinesses during the year,		7,561
Increase,	241	
Average number of tardinesses to a scholar, based on the number in daily attendance,		.953
Increase,	.003	
Number of truants,		507
Increase,	65	
Number of cases of truancy,		865
Increase,	98	
Number of scholars transferred to ungraded schools (in place of suspension formerly),		160
Increase,	37	
Number of half days all present,		14,081
Increase,	1,878	
Average age of all pupils,		10 yrs. 6 mos.
Decrease of 1 month.		
Whole number of tardinesses of teachers, 1879–80,		580
Whole number of tardinesses of teachers, 1878–79,		576
Number of teachers *not tardy*, 1879–80,		60
Number of teachers *not tardy*, 1878–79,		67
Number of teachers *not tardy*, 1877–78,		80

ENUMERATION OF PERSONS BETWEEN THE AGES OF 4 AND 16 YEARS IN THE MONTH OF JANUARY, 1880.

SUB-DISTRICTS.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	Total 1880.	Total 1879.
Webster,	198	231	196	248	191	232	201	174	178	192	166	158	2,365	2,306
Eaton,	51	98	102	109	100	97	107	93	102	96	83	104	1,142	1,120
Wooster,	188	186	183	182	180	164	155	156	161	138	150	118	1,961	1,859
Dwight,	132	187	227	192	210	190	178	175	177	166	145	138	2,117	2,125
Skinner,	155	147	169	192	146	152	142	132	133	115	116	117	1,716	1,703
Washington,	252	280	260	252	236	227	237	215	219	214	188	179	2,759	2,645
Woolsey,	191	157	186	186	158	165	152	136	114	145	126	121	1,837	1,712
Total for 1880,	1,167	1,286	1,323	1,361	1,221	1,227	1,172	1,081	1,084	1,066	974	935	13,897	13,470
Total for 1879,	1,177	1,291	1,335	1,212	1,223	1,136	1,121	1,148	1,125	948	939	915	13,470	
Total for 1878,	1,153	1,360	1,217	1,228	1,192	1,128	1,142	1,077	1,018	867	884	950	13,219	
Total for 1877,	1,231	1,250	1,237	1,165	1,111	1,096	1,152	969	954	880	930	989	12,964	

THE SCHOOL CENSUS, A BASIS TO ESTIMATE THE POPULATION OF NEW HAVEN.

In the Superintendent's Report of 1871 may be found the following paragraph: "The decennial census recently made by the United States has given the population of New Haven. From the school census, taken in January last, it appears that the ratio of the number of children between four and sixteen years to the number of the

whole population is as one to four and one-third, (more exactly, $4\frac{5}{12}$). Hence, multiplying the number of persons enumerated between 4 and 16 years by $4\frac{5}{12}$, the product will give the population of the city for the preceding year with a good degree of exactness."

The school census taken in January, 1880, returned the number of persons between 4 and 16 years, belonging to the New Haven City School District, 13,897.

Multiplying this number by the ratio above, $13,897 \times 4\frac{5}{12}$=	61,378 estim. for city.
Add population of Westville, found by U. S. census, 1880,	1,494
Population of the town and city thus obtained=	62,872
Actual population of the same, found by U. S. census=	62,909

The accuracy of such an estimate must depend, of course, on the correctness of the census. Probably we have no other means of reaching a more accurate result. The ratio for the next ten years will be 4.416 for the city, and 4.418½ for the town.

CHANGES OF TEACHERS.—Fourteen teachers have resigned during the year. *H. School*, Misses Tuttle, Prudden and G. Bliss. *Webster*, M. Woods and Nettie L. Leonard. *Eaton*, A. Crane. *Wooster*, E. S. Bernard, F. H. Hubbell and R. P. Cornwall. *Dwight*, E. C. Brownell and F. C. Upson. *Skinner*, F. E. Terrill. *Edwards St.*, M. M. Ferris. *Cedar St.*, J. A. Hull.

Miss Prudden, formerly a teacher in the H. School, was appointed in place of Miss Tuttle, Miss S. E. Porter in place of Miss Prudden, and Miss Augusta Crane, a teacher in the Eaton School during the past two years, in place of Miss Bernard. The other vacancies were filled by promotions, or by the appointment of pupil teachers from the Training Schools. Three teachers of the Training Schools have resigned and withdrawn from service; and eighteen have been appointed to positions in the graded schools. Twenty-one members of the High School class of 1879 have been received as members of the Training Schools.

By their withdrawal the district has lost the services of some valuable teachers. Miss Tuttle had been a teacher

in the High School since the erection of the present edifice, in 1872, till last December. Miss Bernard has been employed in the New Haven public schools since 1859, chiefly in the Dwight School, but for the last two years has had charge of No. 12 in the Wooster School.

INCREASE OF SCHOOLS.—Ten school-rooms have been added to the number occupied during the previous year. It should be said that, of this number, four upper rooms were re-annexed to the Hamilton School, and three rooms were in the St. Francis Orphan Asylum, which came under the direction of the Board early in the year. A third room was opened in the New Haven Orphan Asylum, and a third in the basement of the Washington School; also, another in the Humphrey St. School.

Two new school houses have been built during the year; one on Hallock st. in the Washington district, of wood, eight rooms, of which three were occupied June 1, by the transfer of pupils from the basement of the Washington School and from the Cedar St. School.

The Lloyd St. building, in the Woolsey district, of brick, four primary rooms, will be occupied Sept. 1, by transfer of pupils from the Blatchley Av. School, and by others heretofore unable to obtain seats for want of room.

Ample provision for school-room is made, for the present, in every part of the district. Except possibly in the Woolsey sub-district, no new school building will be required at present. But, if all the rooms of the Lloyd St. School should be occupied immediately, more room will be needed during the coming year. The number of pupils enumerated in that district in 1870, was 990; in 1880 the number between 4 and 16 was 1,837; an increase of 847 in ten years, or an average increase of 84.7 children of school age, each year.

Additional school-rooms have been provided for an increase of 500 pupils in the Woolsey district since 1870, 50 children, or enough to fill one school-room each year. With a larger population, the increase will be greater than that hereafter.

The Cedar St. and Hallock St. buildings can be used to accommodate any surplus of scholars in the Washington and Webster districts, for the next two years. The Dwight School is always full; but the unoccupied seats in Dixwell Av. and three additional rooms, if needed, in the Division St. School, may, possibly, be sufficient to receive all that cannot find seats at Dwight. Skinner district has one vacant room in Humphrey St. building; the Eaton and Wooster districts are not crowded.

The High School has had more pupils, during the past term, than the regular seating capacity of the rooms on the second and third floors could accommodate. Should the usual proportion of pupils continue through the year, and a class as large as the last be admitted next spring, the rooms on the lower floor will need to be furnished and used, to accommodate the school.

SCHOOL GRADATION AND CLASSIFICATION.

To persons not familiar with the duties required in our schools, a brief statement of one or two leading features of our school system will impart desirable information, and may not be unprofitable to those to whom the topic may seem trite.

The chief object of gradation is, to present an arrangement of studies which shall secure regular, equable advance, from the beginning to the end of the course. This contributes to the easy, steady progress of the pupil, and assigns to the teacher a definite amount of work to be accomplished, within a limited time. To this end the "scheme of studies" is prepared and so divided into sections that, at a glance, the subjects to be learned by the pupils and for which the teacher is held responsible to give instruction, within a given period, may be readily comprehended. The grade, which ordinarily covers a year, is sub-divided into five equal parts, of eight weeks each; and the several studies are apportioned to these sub-divisions, as shown in the graduated table, in the scheme. The formation of classes in each

room is a species of sub-gradation, for the purpose of adapting the instruction to as many pupils of nearly equal capacity as possible. The number of classes in a room of fifty pupils is usually two, a convenient division in the higher grades; but, in the primary rooms these classes divided into two sections each, with shorter time for recitations, make more satisfactory progress in the hands of some teachers. One of the prominent features of the renowned "Quincy system" is the classification of pupils in "groups," of not more than six or eight in each. It is claimed that by bringing together a few children of equal capability and like temperament, much better results can be obtained in shorter time given to recitations.

The advantages of gradation and classification are many, where some eight or ten thousand scholars and more than two hundred teachers are under one supervision. If system in business transactions is anywhere valuable, it is especially so where such multitudes of details demand attention and so many minds are in active operation.

1. By the gradation of the schools, with a scheme of studies to correspond and a time table to govern the daily exercises, provision is made for the efficient, uniform working of the entire school system. While the general plan defines the duties of all,—teachers and pupils,—it leaves the methods to be employed largely to the judgment and genius of each individual, who is held responsible for results. The success or failure of each teacher is clearly apparent in the preparation of her pupils for promotion to the next grade. Individual pupils may fail to advance with their class through faults of their own; but seldom will an entire class, or the pupils of a room fall behind the grade, except through the neglect or incompetency of the teacher. But if there is a real cause for such an unfortunate event, for which the teacher is not in fault, it is not difficult, ordinarily, to make it obvious to the vindication of the teacher.

2. Not only is the quality of the teacher's work tested by the system of gradation, but the advancement of the pupils in their studies is readily ascertained, by noting their progress from grade to grade, and observing in the scheme of studies what they have completed. Parents are duly notified by the teacher when for any cause a pupil is falling behind the class and is likely to fail to be promoted. Besides, the "*weekly diary*" of the older pupils indicating the room, the grade, the class, the quality of scholarship, deportment, punctuality, and rank in the class, is sent home for the inspection of parents, at the end of each week. Careful attention to this paper will go far to keep parents thoroughly acquainted with the standing and progress of their children at school. Considerable additional labor is required of the teacher to prepare this record weekly, for the information of parents; and both justice and courtesy to her as well as fidelity to the interests of the child, require that the father and mother should give careful attention to this expression of the teacher's opinion.

3. One of the great advantages of comprising the entire school population of a city like this, in one organization, instead of a division into several independent districts, each employing different modes of administration and having different interests to promote, is this, that great care is taken to give to every part, from center to circumference, equal privileges in the quality of instruction and general management. Not only are as good teachers provided for the suburban schools, but the same attention and care are given to them by the principal of the Grammar School, as to the rooms under his immediate supervision. All pupils are ultimately to be promoted to the central school; hence, both interest and necessity require that pupils from outer schools shall be prepared by equality of scholarship to join the classes of the larger school. Consequently, the gradation of studies and careful classification of scholars are equally important in all the schools.

4. Two other important advantages follow. Families are constantly changing their places of residence; this requires the change of children from one school to another. 1. The position of a pupil thus entering a new school, in any section of the city, is readily determined by ascertaining the grade and class to which he belonged in the school from which he came. And since the scheme requires equal advancement in all the branches of study, in the same grade, there is little if any loss of time by derangement of lessons, as in schools where the studies and the order of arrangement are unlike. 2. An immense saving is made in the purchase of books consequent on change of residence, since the same books are everywhere used in the same grades, in all schools of the city. As families of limited means change their residences most frequently, the saving to such is a matter of considerable importance.

5. Nothing perhaps contributes more effectually to secure unity of purpose and action to the administration of our school system, than the thorough gradation of studies and careful classification of pupils according to capacity. Let it not be inferred, however, that there is, necessarily, what is often charged upon public schools when working systematically,—anything like "machine work," to the exclusion or hindrance of the mental culture of the pupils; that the highest ambition of the teacher is to practice skillful maneuvering of the pupils, to secure precision of movements and statuesque position. Concert of action is appropriate in the school-room, as elsewhere, when considerable numbers are to be treated, both as a physical and mental drill; and experience has proved that it is beneficial to the bodies and minds of the pupils. But, if any teachers make such exercises the chief employment of the school, they greatly err in judgment, and give occasion for detraction. Properly used, all physical drills not only contribute to health of body, but to mental activity and vigor, since they demand fixed attention, keen perception, decision, quickness of thought

and promptness of action, to move in perfect concert with others. Naturally dull minds are specially benefited by acting with others quicker than themselves, stimulated by the combined influence of compulsion and interest in a pleasurable exercise.

By such devices as division of labor, assignment of special duties to individuals, an orderly arrangement of objects for mechanical action in all industrial operations, and even the classification of subjects for mental effort in professional life, are distinguishing characteristics of all great business transactions of the present generation, in contrast with those of the preceding one. There can be no good reason why the immense interest embraced in the public schools should not be promoted by the application of the same principle in their administration.

INSTRUCTION.

While the methods of teaching in the schools are substantially the same as have been employed in years past, there have been much study and inquiry for improvement by the teachers. In the daily exercises, many have shown much skill and tact in teaching and managing their classes, by which time has been saved, movements of the school facilitated, greater interest on the part of the pupils awakened, and the teaching made more effective. The system of instruction is a thing of growth; like a tree whose increase, made by apparently insignificant daily accretions, can be measured only by what it becomes in the lapse of years. Like the tree, too, that ceases midway to grow and becomes a stunted, misproportioned object, the school may become a failure, a fit representative of the teacher whose apathy or unfaithfulness has caused irreparable loss.

Much interest has been excited among the teachers here, as elsewhere, by the developments of the Quincy methods. Visits have been made by parties from this city to obtain, by personal inspection, a knowledge of the peculiar methods which have made that ancient town

famous, in a new sense. If no new system had been devised —and Supt. Parker denies that he has created one—some things were found there which were quite suggestive, at least. Among them was the discovery of means by which good schools can be made and maintained in any town or city. 1. The Board of Education, in whose hands the schools of the town were unconditionally placed, consisted of earnest, intelligent men, who held office through a series of years, without change; a length of time ample to enable them to develop any system or plan they might see fit to inaugurate. 2. Among them was a man whose word and influence were all-controlling throughout the town, and whose high reputation is of national extent. 3. All means desirable for furnishing school accommodations and appliances were at their command. 4. A most competent, enthusiastic gentleman was appointed to supervise the schools, with the charge to make them as nearly perfect as possible. The combined wisdom of all these gentlemen had ample scope and opportunity for a grand experiment.

In process of time, the fame of the Quincy schools was noised abroad over the land. Teachers were at first curious, then anxious to know the merits of the new mode of education. Soon pilgrimages were made from every quarter to this new educational Mecca; and in order to learn thoroughly both the theory and practice of the system, scores of teachers with the experience of many years, volunteered their services in the schools, without compensation, if they could thereby learn the secret of this new and wonderful teaching process. Hence, 5, another element that contributed largely to the success of the enterprise and would be equally serviceable in all schools; the opportunity afforded for a selection of the most competent teachers, after a thorough trial, to fill vacancies that might occur in the schools. Out of the hundreds from all parts of the country, who thus offered themselves,—and few except those earnest and ambitious to excel would do it,—a very superior corps

of teachers is always in service. 6. Another unusual advantage was, the employment of two teachers in each room, containing some forty or fifty pupils. With such advantages, what but the highest success could be expected!

It is not my purpose to discuss the merits of the work accomplished by the school authorities of Quincy. I will only say that, from personal observation, in my judgment, excellent results have been produced and the efforts of the committee and superintendent are worthy of the highest commendation. The main point of interest to us is, to know how far our schools can be benefited by the adoption of any features of the Quincy methods. The principal of the Washington district having visited the schools, has adopted some of the methods of instruction and management in the primary department of his own schools. The success of his experimental trial can hardly be stated till after further opportunity to develop what he has attempted. But, already, enough has been accomplished to warrant further trial of the new departure.

One of the encouraging developments is, the newly awakened interest of the teachers as they witness the pleasure which the children manifest in the exercises they are called to perform. The mutual interest of both teachers and pupils in the work is the best evidence of its real value. The new methods are employed chiefly in the primary classes, and in exercises designed to cultivate a ready command of language, both written and oral. The following extract from a report to the superintendent by Mr. Burton, will convey some idea of what the children in his schools are doing: "At the beginning of the fall term a scheme was prepared and the teachers began a systematic course of language teaching. In nearly all the classes a decided interest in these lessons was developed. The result was, that before spring it was no uncommon thing to see the children six, seven and eight years of age, vieing with the older ones in writing short descriptions, stories and letters, furnishing most gratifying proof of the value of this kind of work. It

has been found that already some of the smaller children are able to repeat or write the substance of a story read to them, giving the statements in their own words, yet comparing not unfavorably with the author himself in selecting words which will convey the requisite meaning."

The chief difference between this method and the usual way of conducting recitations, consists in the division of the school into sections, or groups, of six or eight children, who can be gathered around the teacher and taught many things in a more free and familiar manner than in large classes. The confidence of the children can thus be more easily gained by the removal of that constraint which often prevents them from trying to make effort. The advantage of grouping the children is confined mostly to beginners, who are more readily taught the first steps in the school in this way, than by the more formal methods. As the pupils advance they can be taught advantageously in larger groups or classes. After all, it is the tact and skill of the teacher, rather than any devices or expedients, that will secure success in the business of instruction; and what secures success to one may bring total failure to another.

READING received a fresh impulse, a year ago, by the substitution of the Franklin Readers for Lovell's series, and the introduction of Monroe's charts for beginners. Through all the grades a new interest has been awakened in the subject, and the improvement in the style of reading has been quite manifest. The use of Monroe's charts in the primary rooms has made a radical change in the method of teaching beginners. The task of the teachers has been greatly diminished and the progress of the children is much more rapid than formerly with a book in the hands of each child. The lessons printed in large letters, on sheets of Manilla paper, and suspended before the children, can be readily seen by a large class, or even by all the children in the room at the same time; so that the attention of all can be directed to the same thing, and many can be taught at once even more effectually than a

single individual. The enthusiasm among the little explorers into the mysteries of words is interesting to witness, when they compete with each other in seeking and pointing out words, or in reading sentences. Many teachers believe that a third of the time spent on the book is saved by the use of the charts.

Something is due, doubtless, to the novelty of new matter found in the new books, to account for the increased interest of pupils in this study. So far as this is true it suggests forcibly the importance of providing, from time to time, a fresh supply of reading for the schools, both to keep up a permanent interest and materially increase the amount of general information which pupils should acquire from this exercise. The ordinary exercise in reading consists, almost entirely, of a vocal effort to pronounce words in sentences which have become familiar and trite by frequent repetition. The inspiration of thought, which the words should impart, has ceased. The language fails to awaken feeling or interest enough to give natural force of expression to the utterance; and that which passes for reading is, too often, *Vox preterea nihil*,—sounds without meaning. Fresh reading matter freely supplied to the pupils would do more to remove the listless, expressionless style of reading with which teachers have had to struggle, than anything else. The series of readers adopted may be regarded as well adapted in language and subject matter to the comprehension of the pupils. A serious deficiency is felt, however, on account of the omission of several numbers of the series, which reduces the amount of reading and fails to supply to the classes a suitable gradation of books.

No branch of study in our schools demands more liberal provision and intelligent teaching, than reading; since no study of the school will be so frequently applied to practical use in after life, and no other will afford so much rational enjoyment and abundant means for personal improvement. Ability to read aloud with propriety and impressiveness has its value, and is an object worthy of great

effort to attain. But silent reading is no less important. The former is comparatively seldom used; the latter daily and through life, giving constantly new direction to thought and action. Elocutionary reading should not be neglected, but the greatest care should be taken to teach the child how to gather thought most thoroughly and rapidly as the eye passes down the page. To do this, the meaning and use of the words read must be taught. Every word not understood by the pupil conveys no idea, or teaches error. In either case the time spent is worse than wasted. Hence the importance of teaching the meaning and force of words in reading lessons. In my judgment, it has been an immense loss to the children in our schools that they have not more free access to the dictionary. They need to be taught how to use it; and every child above ten years old should own and have at hand a small dictionary for ready reference in learning his lessons. A clear comprehension of the meaning of words will save much time in study at school, and will give infinitely greater satisfaction and profit in all future reading.

PATTERSON'S SPELLING BOOK was substituted for Town's, at the beginning of the summer term. Its greater simplicity, better classification of lessons and numerous exercises to define words and combine them into sentences, together with rules for spelling, make a radical change in this study. One-third less time, at least, will be required of the pupils in learning to spell. The exemption from the task of learning obsolete and uncommon words that will seldom if ever occur in all their future reading, writing or conversation, will make a still greater saving of time, patience and labor, both of the pupil and teacher.

PENMANSHIP is fairly successful in our schools. The use of the pen is a mechanical operation, and success in its use depends much on the skill of the pupil, but more on the perseverance of the teacher in securing correct

habits of holding the pen and of position, from the beginning. Want of success is due, in a great measure, to bad habits formed by the large amount of slate work done before the pen is taken. Few teachers have sufficient resolution to change them after they are fixed. Early in the year, writing with pen and ink was introduced into lower grades than formerly, in the Washington school. The classes formed comprised children who had been two years or more at school, and were from seven to ten years of age. They had practiced writing on slate, and some of them had written on paper with lead pencil. The experiment was thoroughly tried through the fall and winter terms with such marked success, that at the opening of the summer term pen and ink were placed in the hands of children of the same grade in other schools, making a total of some twelve hundred pupils. Great credit is due Mr. Geo. H. Shattuck, of New York, for the work of introduction without cost to the district, whose skill in the management of children insured success at the outset. He gave valuable assistance to the teachers of all grades, in addition to instruction given to the children. Mr. Burton, who first expressed a desire to try the experiment, says of the results in his schools: "In no department has there been more satisfactory work done during the year than in this, and no change ever made in the school was met with so hearty response by the scholars. They were delighted with the opportunity and have made commendable progress."

The carefulness of the children in holding the pen, their neatness in using the ink, and observance of all directions, have exceeded expectation, and give strong encouragement that they will grow up with better habits than their predecessors, and furnish better specimens of the art.

LANGUAGE CULTURE is gaining its proper position in our schools. It is recognized as a study; it is taught by written and oral exercises in nearly all the grades. Not

only the meaning of words and their relations to each other are studied, but by the construction of sentences the pupils are learning to use them with facility in the expression of thought. In the upper grades, language lessons have been regularly taught quite systematically for several years, in connection with much practice of thought expression, on paper. The results have been gratifying, on the whole; but somewhat unequal in the schools, differing chiefly according to the interest and earnestness which the teacher takes in the subject. Below the grades where text books are used, in language lessons, less has been accomplished than was desirable, because original exercises must be prepared by the teacher; and for want of skill or lack of inclination, many teachers omit the exercise of sentence-making. But a change may be anticipated soon, for when language exercises are fully incorporated into the scheme, in the primary rooms, as in the Washington district, the continuance of them through the intermediate to the grammar grades will be regarded as indispensable. Whenever and wherever teachers take up the subject, whether by compulsion or their own free will, the same success will attend their efforts as in any other branch of instruction. In no other study can greater zeal be awakened in the pupils than in this, when skillfully managed by the teacher. No other study will so permeate and throw light into every other branch, as that which imparts a power to comprehend easily and clearly the language conveying the thought embraced in the study.

GEOGRAPHY is better taught each year. Map drawing has become thoroughly established in every grade in which geography is studied. Next to actually traveling over the earth to observe things as they exist, a map or globe furnishes the most perfect representation of what should be learned. As the plan of an edifice, which the architect draws, shows the elevation, outline, form, size, arrangement of rooms, and, to the imagination, the appropriate objects to be located in every part when the build-

completed, so the map is suggestive of the [illegible] objects to be found on the globe. All knowledge, collected from whatever source, [illegible] and so associated in the mind, that the [illegible] presents the relations of objects to the understanding, next to reality. Map drawing is a most valuable exercise to cultivate the [illegible] to test their judgment of the relative [illegible] directions, forms, etc., of objects, which are [illegible] more important than fine pen or pencil work, [illegible] the engraver's art.

[illegible] of geography is now completed in the [illegible] and the knowledge which the pupils acquire satisfactory and is esteemed ample for all practi[illegible] Pupils are permitted to leave it after [illegible] through this grade and after a thorough exam-

[illegible] GEOGRAPHY has been in use two years, and [illegible] is more highly appreciated as teachers be[illegible] with it in the class room.

[illegible] THE UNITED STATES gains considerable [illegible] was formerly devoted to geography. Greater [illegible] taken by the pupils in this study since reference [illegible] provided, to which they have access in pre[illegible] lessons. By comparing the statement of any [illegible] their text-book with the account of the same [illegible] other authors, their interest is increased by the [illegible] of the same subject in a new form, and by [illegible] of new facts and incidents. Such a work as [illegible] history can hardly fail to inspire a scholar with [illegible] study with increased earnestness. History [illegible] are largely combined and recitations are [illegible] maps drawn by the pupils.

HILLHOUSE HIGH SCHOOL.

[illegible] has rarely enjoyed a more quiet and pros[illegible] than the one just completed. There is no

better index of what our schools are doing, than that seen in the maturing process and mental growth of the pupils who complete the full course of study in the High School.

Although there have been several changes of teachers the instruction has suffered no interruption. The average attendance of pupils has never been larger; and the incoming class, in May, made a greater aggregate number (406) registered than has ever been known in the history of the school.

Since the reinstatement of the classical department, in 1877, including the study of Greek, four college classes have been formed, of which the graduates of the present year have been examined and admitted to college. Ten entered the Academic department and five the Sheffield Scientific department of Yale; two went to Vassar and one to Wellesley College.

The numbers of the several college classes are as follows:

Graduating class of	1880,	. . . .	15	Boys,	3	Girls,	Total,	18
Senior "	1881,	. . . .	10	"	1	"	"	11
Junior "	1882,	. . . .	12	"	3	"	"	15
Third "	1883,	. . . .	12	"	12	"	"	24
			49	"	19	"	"	68

The action of the Board in modifying the course of study, so that pupils of the school might be able to prepare for college, seems to be substantially justified by the numbers that have taken advantage of the opportunity thus presented. The following language used in stating the conclusion which they had reached, shows how careful was their consideration of the subject:

"The Board has enlarged the course of study in the High School so as to include Greek and some additional Latin. With all the advantages afforded at this school —and they are many and great—it has been felt that those who desire to enter college in the academic department should have the instruction necessary for that purpose. After a careful examination of the subject it was

found that there were pupils enough who desired to enter college, but who would be obliged to attend some other school when it was time for them to begin Greek, to justify the addition of one special instructor in that language. It is proposed to commence this instruction at the opening of the fall term, and its practical working will determine whether it shall be continued or abandoned."—*Report of the Board*, 1877.

Of the fifteen young men who are thus aided to obtain a more complete education, it is not probable that any of them would have been able to attempt a college course, if they had been obliged to incur the expense necessary at preparatory schools requiring the payment of tuition. And what is the cost to the city? When Mr. Fox, who teaches the advanced classical studies, was appointed to fill a vacancy, his salary was just three hundred dollars more than that of the female teacher who had withdrawn from the school. Such was the increased cost of this department. But Mr. Fox's services in other respects are worth much more to the school than the extra cost of his salary.

The young men who have completed their course at the Sheffield Scientific School, in years past, have reflected credit upon the High School at which they received their preparatory instruction. Six graduates of the class of 1880 fitted at the High School. Of this number, HARRY OSBORN CARRINGTON was appointed to read a thesis. E. THEOPHILUS LIEFELD received "honorable mention," for excellence in German.

Class of 1881, TIEN YOW received "honorable mention" for excellence in Mathematics.

Class of 1882, FRANK JUDSON LAMBERT received prizes, 1. For general excellence in all studies; 2. Mathematics; 3. Chemistry; 4. Descriptive Geometry.

THE ANNUAL EXAMINATION of the school was made at the close of the winter term in April last. The character of the studies pursued and the instruction given

may be inferred from questions used at this examination, of which a portion may be found in the appendix following.

NUMBER OF PUPILS IN EACH STUDY IN THE HILLHOUSE HIGH SCHOOL DURING THE YEAR ENDING APRIL, 1880.

Astronomy,	25	Rhetoric,	71
Geometry,	63	Ancient History,	23
Algebra,	245	Mediaeval "	38
Trigonometry,	5	Modern "	36
Arithmetic,	181	Rom. Hist. and Class. Geog.,	27
Book-keeping,	99	Greek and Roman History,	19
Latin,	223	Physical Geography,	115
Greek,	50	Geology,	23
French,	9	Natural Philosophy,	59
German,	112	Chemistry,	59
English Literature,	55	Botany,	65
Physiology,	52		

THE ANNIVERSARY EXERCISES of the class of 1880, took place on Friday evening, April 16th, in the assembly hall of the High School, when diplomas were conferred upon the class by the superintendent of schools, in behalf of the Board of Education. The class consisted of twelve young men and twenty-three young women,—total, thirty-five.

The following members of the class read essays written by themselves for the occasion:

1. JULIA M. DUNNING,	Subject:	Loyalty to Truth.
2. DELIA T. DONEHUE,	"	The Charms of Sleepy Hollow.
3. JULIA M. MORRISSEY,	"	Other Worlds than Ours.
4. MARY L. DANIELS,	"	The Effect of Daily Labor on the Imagination.
5. FANNY M. ULLMAN,	"	Music.
6. EMILY A. TOWNSEND,	"	Popular Opinion the Practical Law Giver.
7. ANNA M. SMITH,	"	Influence of Fine Manners.
8. SARAH E. BRIGGS,	"	A Reformer's Experience.
9. MARY A. CULLEN,	"	Nemesis of History.
10. LAURA E. BABCOCK,	"	Rewards, with Valedictory Addresses.

The exercises were interspersed with excellent music, rendered by the members of the school, under the direction of Prof. B. Jepson.

The following are the names of the members of the class:

LAURA E. BABCOCK,	JOSEPHINE A. LYON,	ABRAHAM ASHER,*
HATTIE BARKER,	MARY A. MALTBY,	EDWARD H. BARNES,
SARAH E. BRIGGS,	JULIA M. MORRISSEY,	JAMES W. CAIN,*
LOUISE N. BURLEIGH,	LILLA M. NORTHROP,	CHARLES E. CARR,*
MARY A. CULLEN,	CARRIE A. PARSONS,	CLINTON I. HAGUE,*
JENNIE DANA,	H. ESTELLA SCRIMGEOUR,	EDMUND O. HOVEY,*
MARY L. DANIELS,†	ANNA M. SMITH,	ERNEST B. KIMBERLY,*
DELIA T. DONEHUE,	ETTA F. THOMPSON,‡	FRANK J. LAMBERT,‖
JULIA A. DUNNING,	EMILY A. TOWNSEND,†	JAMES B. MARTIN,*
L. DELLA GATES,	FANNY M. ULLMAN,	FRANCIS H. NOBLE,
LOTTIE GORHAM,	IDA M. WELCH,	HENRY J. RYDER,*
CAROLINE KLOCK,		EDWARD A. WRIGHT.*

* Yale Academic. † Vassar College. ‡ Wellesley. ‖ Sheffield Sci. Sch.

THE EXAMINATION OF CANDIDATES for admission to the High School took place during the last week of the term in April. The whole number was one hundred and eighty-one. Of these one hundred and sixty-eight came from the graded schools and thirteen from other than public schools. One hundred and fifty-eight were admitted; twenty-three were rejected.

The number admitted from each school was as follows:

Dwight,	28	Washington,	20	Eaton,	12
Skinner,	24	Wooster,	19	Hamilton,	6
Webster,	23	Woolsey,	17	Other Schools,	9

HILLHOUSE HIGH SCHOOL, EXAMINATION OF CANDIDATES, APRIL, 1880.

Schools.	No. Exam.			Age		Studies.								Totals.	
	Boys.	Girls.	All.	Years.	Months.	History.	Grammar.	Arithmetic.	Reading.	Spelling.	Writing.	Music.	Drawing.	General.	Special.
1. Dwight,	8	20	28	15	8	78.8	77.2	72.1	73.4	92.0	63.9	98.6	87	457.5	149.3
2. Eaton,	6	7	13	15	2	76.9	77.6	72.2	74.8	96.0	63.4	98.4	89	460.8	149.8
3. Hamilton,	7	12	19	14	1	32.2	43.3	35.0	72.8	79.8	68.1	97.7	83	331.1	78.3
4. Skinner,	5	19	24	15	5	79.3	70.2	75.7	74.4	92.3	62.0	97.1	86	453.8	145.8
5. Washington,	5	16	21	14	11	56.4	65.8	60.9	74.3	88.6	70.7	95.2	80	416.6	126.6
6. Webster,	10	17	27	15	3	62.8	66.6	72.6	71.4	88.9	69.9	93.2	78	432.2	139.2
7. Woolsey,	7	10	17	15	7	65.7	74.8	77.0	72.9	93.0	71.7	99.3	83	455.2	151.8
8. Wooster,	10	9	19	15	0	60.3	71.9	76.1	71.6	93.2	69.5	96.2	86	442.6	148.1
9. Other than Pub. Schools,	6	7	13	15	6	56.9	62.7	51.5	72.4	64.3	50.2	----	----	358.0	114.2
	64	117	181	15	2	63.3	67.8	65.9	73.1	87.6	65.5	----	----	423.1	133.7

The following are the names of the candidates who stood highest in the examination, (1) in all the studies in which they were examined; (2) in the special studies (Arithmetic and English Grammar); also, the name of the school from which the pupils came.

600 is the highest number attainable in all the studies.
200 " " " in the special studies.

RANK IN ALL THE STUDIES.

Schools.	*Scholars.*	*No. obtain'd*
Woolsey,	ORLANDO S. ISBELL.	535
Dwight,	Hettie E. Cooper,	524
Skinner,	Gertrude A. Sperry,	517
Dwight,	Nellie E. Rich,	514
Skinner,	Lottie Manning,	511
Eaton,	Albertus H. Baldwin,	509
Dwight,	Mamie Toes,	505
Wooster,	Louis Leyerzapf,	503
Dwight,	Emilie Atwater,	502
Skinner,	Charlotte E. Baldwin,	500
Dwight,	Fannie E. Rich,	500
Skinner,	Nellie L. Cahill,	499
Eaton,	Pauline R. Hughson,	499
Woolsey,	Winnifred R. Fisher,	499
Wooster,	Maggie I. Galbraith,	498
Woolsey,	Horace A. Chidsey,	497
Webster,	Winthrop G. Bushnell,	496
Webster,	Henry P. Sage,	496
Dwight,	Flora L. Smith,	495
Eaton,	John T. Kennedy,	494
Webster,	Edith Daggett,	494

RANK IN SPECIAL STUDIES.

Schools.	*Scholars.*	*No. obtain'd*
Webster,	EDITH DAGGETT,	189
Woolsey,	ORLANDO S. ISBELL,	186
Dwight,	Ruby M. Allen,	184
Woolsey,	Horace A. Chidsey,	182
Skinner,	Gertrude A. Sperry,	181
Eaton,	Albertus H. Baldwin,	179
Woolsey,	Winnifred R. Fisher,	178
Dwight,	Edith A. Rockwell,	178
Skinner,	Lottie Manning,	174
Woolsey,	Caroline C. Jones,	174
Woolsey,	John W. Harding,	174
Dwight,	Nellie E. Rich,	173
Eaton,	Pauline R. Hughson,	173
Webster,	Henry P. Sage,	173
Eaton,	John T. Kennedy,	173
Webster,	Dominick Collins,	173
Webster,	Hattie L. Hubbell,	173
Dwight,	Hettie E. Cooper,	172
Dwight,	Flora L. Smith,	172
Webster,	Minnie E. Hohenstein,	172
Dwight,	John B. Kennedy,	172

The *number* of pupils obtaining rank as above, in the special studies, and the *average scholarship* of the same, in each school, are as follows:

Woolsey, 5 pupils,	178.9	Dwight, 6 pupils,	175
Skinner, 2 "	177.5	Eaton, 3 "	175
Webster, 5 "	176		

UNGRADED SCHOOLS.—Truant Officer Sullivan reports the following, as a part of his duties for the past school year:

"Boys transferred to Whiting St. School for truancy, insubordination, etc.,	168
Promoted for good conduct from the same to the schools to which they belonged,	142
Boys and girls transferred to Fair St. ungraded School for truancy and irregular attendance,	49
Promoted from the same for regular attendance and good conduct,	10
Arrested on the streets and taken to the Police office,	140
Found on the streets and at home, not attending school,	241
Visits to families having children at school, with regard to their school attendance and conduct,	1,511
Sent to the State Reform School, at Meriden, for truancy, insubordination, and disobedience to parents,	4
For theft,	2

All remedial means failed to effect any reform in these boys. In every step taken by me to effect a reform I had the hearty coöperation of the parents."

The Secretary, who is the executive truant officer of the Board, has performed efficient service in conferring with parents about the misconduct of their boys, when first reported to the Superintendent. His explanation of facts, which are always liable to be misrepresented, his revelation of the conduct and true character of the transgressor and advice to parents in regard to their future management, have had great influence in securing their coöperation with the school authorities.

Officer Sullivan has very promptly and faithfully performed the duties assigned to him, both in securing the attendance of wayward boys at school and keeping the streets free from vagrants. But as the population of the city increases the duty is fast becoming too laborious for one man to perform.

The teachers of the ungraded schools are worthy of commendation for the excellent service they have performed, in teaching and controlling the difficult class of pupils under their care. It will be noticed that the Whiting St. School has nearly the highest average attendance of any school in the city.

1865–1880.

In my report of the schools for 1875, I made a statement showing their progress during the ten years preceding. As half of another decennial period has passed since that record was made, it seems proper to append a few notes at this time, which, taken in connection with those made five years ago, will be convenient for future reference to any who may desire to obtain historical information relating to the schools of New Haven.

The demand for more school houses each year is one of the inevitable events. The table following shows what school accommodations have been provided for the children of the district since 1865. It should be observed that large additions were made beyond the natural increase of children, by the adoption of the Hamilton St. School, by the Board in 1867, thirteen rooms; and by the annexation of the Fair Haven District in 1871, eleven rooms. The school census of 1870, in the latter, now known as the Woolsey district, returned the number of children of school age, 990; in 1880 the same district returned 1837, showing an increase of 847, or over eighty-five per cent. The German-English and St. Francis Orphan Asylum schools were adopted, as public schools, according to date in the table. The buildings named in the table include several rooms that are not yet occupied, but they will be ready whenever the demand in their vicinity shall require their use. It will be seen that fifteen new buildings have been erected, which, with four rooms added to the Eaton School, make an increase of 101 rooms since 1865, of which six buildings containing twenty-eight school rooms, capable of accommodating fourteen hundred scholars, have been built since 1875.

THE FOLLOWING SCHOOL BUILDINGS HAVE BEEN ERECTED SINCE 1865.

School Buildings.	Sub-District.	Grade of School.	First occupied.	Stories high.	No. School Rooms.	No. Seats.	No. Recitation Rooms.	Material.	How heated.	Cost including land and furniture.
Fair St.,	Wooster,	Int. & Prim.	Jan., 1867	2	6	296	0	Brick	Port. Fur.	$ 12,400
Skinner,	Skinner,	Grammar,	May, 1868	2	12	600	1	Brick	Brick Fur.	44,000
Washington,	Washingt'n	Grammar,	May, 1869	2	12	600	1	Brick	Brick Fur.	49,000
Edwards St.,	Skinner,	Primary,	Dec., 1870	1	4	220	0	Wood	Port. Fur.	16,000
Oak St.,	Webster,	Primary,	Sept., 1871	1	4	208	0	Wood	Port. Fur.	15,200
Division St.,	Dwight,	Int. & Prim.	Sept., 1872	2	8	400	0	Brick	Port. Fur.	22,300
High,		High,	Sept., 1872	4	7	379	6	Brick	Brick Fur.	125,000
West St.,	Washingt'n	Primary,	Jan., 1874	2	4	200	0	Brick	Port. Fur.	18,200
Woolsey,	Woolsey,	Grammar,	Sept., 1874	3	12	630	1	Brick	Steam.	43,000
Carlisle,	Washingt'n	Primary,	March, 1876	2	4	200	0	Wood	Port. Fur.	7,000
Greenwich Av.	Washingt'n	Primary,	May, 1877	2	4	200	0	Brick	Port. Fur.	10,350
Davenport Av.	Webster,	Primary,	Jan., 1878	2	4	200	0	Brick	Port. Fur.	15,200
Humphrey St.,	Skinner,	Primary,	Jan., 1878	2	4	200	0	Brick	Port. Fur.	14,350
Eaton (added),	Eaton,	Grammar,	Sept., 1879	2	4	200	0	Brick	Port. Fur.	.....
Hallock St.,	Washingt'n	Int. & Prim.	June, 1880	2	8	400	0	Wood	Port. Fur.	.....
Lloyd St.,	Woolsey,	Primary,	Sept., 1880	2	4	200	0	Brick	Port. Fur.	.....
Tot. new bl'dgs					101	5133	9			$408,300

THE FOLLOWING SCHOOL BUILDINGS WERE ERECTED AND OCCUPIED BEFORE 1865.

Webster,	Webster,	Grammar,	Aug., 1853	2	12	603	1	Brick	Brick Fur.	$ 23,000
Whiting,	Webster,	Ungraded,	R'mod, 1839	1	1	55	0	Brick	Stove.	2,000
Wooster,	Wooster,	Grammar,	Sept., 1862	2	12	600	1	Brick	Brick Fur.	25,000
Dixwell,	Dwight,	Int. & Prim.	1851	2	6	300	1	Brick	Port. Fur.	8,500
Dixwell,	Dwight,	Primary,	.....	1	1	50	0	Wood	Stove.	
Cedar St.,	Washingt'n	Int. & Prim.	R'mod, 1856	2	8	411	1	Wood	Furnace.	7,000
Eaton,	Eaton,	Int. & Prim.	Sept., 1855	3	12	600	1	Brick	Furnace.	46,300
Grand St.,	Woolsey,	Int. & Prim.	Sept., 1871	2	8	400	1	Brick	Furnace.	22,000
Dwight,	Dwight,	Grammar,	Sept., 1864	2	12	600	1	Brick	Furnace.	27,000
.....	.....	.....	.....	....	72	3619	....	.....	.....	.....

THE FOLLOWING NOT OWNED BY THE SCHOOL DISTRICT.

Hamilton,	Wooster,	Grammar,	.....	...	4	180	1	Brick	Furnace.	Rented
Hamilton,	Wooster,	Primary,	Feb., 1867	2	5	242	0	Brick	Fur. & Sto.	Rented.
Hamilton,	Wooster,	Primary,	Feb., 1867	2	4	201	0	Wood	Fur. & Sto.	Rented.
German-Eng.,	Wooster,	Primary,	May, 1870	....	2	110	0	Brick	Furnace.	Rented.
N.H.O. Asylum	Dwight,	Primary,	1862	....	3	154	0	Brick	Steam.	Free.
St. Francis O.A.	Skinner,	Primary,	Oct., 1879	....	3	164	0	Brick	Steam.	Free.
.....	.....	.....	.....	....	21	1051	1	.....	.....	.....

Cedar St. Sch.
March 31, 1881

Mr. Day:
I require

ASTOR, LENOX AND
TILDEN FOUNDATIONS.

TRAINING SCHOOLS.—In the record of 1875, it is stated that 125 young ladies, at that time, had received appointments from the training department to permanent positions in the schools of the city, since the organization of the training schools in 1867. During the past five years 43 more have been appointed, making a total of 168 persons who have thus entered the service of the district. Of the 187 female teachers appointed for the coming year, 126 have been members of the Training schools, and 21 more under the direction of efficient principals are successfully instructing over 500 children, while preparing themselves for permanent service in the graded schools.

At no time has the value of these schools been more apparent than now. They furnish teachers, whose thorough instruction as graduates of the High School is well known, trained by actual experience in teaching and discipline, under the guidance of those who are fully acquainted with our system, and are prepared, on the instant, to respond to a call from the telephone, to fill temporary or permanent vacancies that may occur.

For a long time we have employed from abroad not more than one teacher a year, to fill vacancies which have occurred in all our graded schools; and this has been done only when, under extraordinary circumstances, the interests of the schools demanded it. It has become the policy of the Board to supply our schools with teachers educated and trained in institutions controlled and paid for by the citizens of the district. The principle is correct, as a matter of economy, convenience and local public advantage. It opens a wide field for employment to young people whose parents have been at large expense to keep them at school through a series of years, and retains within the community taxed for the support of the schools, the large amount of money expended.

But, may it not be expedient to consider whether such a policy can be pushed to an extreme? Public interests demand the first consideration; private or personal advantage has no claim; and any person appointed to a posi-

tion must be able to return a full equivalent in service for all compensation received. Theoretically, no teacher should ever be appointed or promoted to any position, unless fully qualified to discharge the duties belonging to it. Experience, however, proves that exceptions actually do and must necessarily occur to some extent, when vacancies must be filled by promotions; and it is the imperative duty of those who have the appointing power to see to it, that the least detriment possible shall occur to the interests of the schools from any want of capability.

There are times when no teacher of sufficient maturity, physical vigor and successful experience, can be furnished from the training schools to fill a vacancy in a high grade; nor can a promotion be made without serious injury to the school. Nor can a competent teacher be transferred from the same grade in another sub-district, without creating a second vacancy, thereby disturbing another school to supply the demand of the first, and perhaps requiring promotions which may seriously derange the order and retard the progress of pupils in several rooms. Thus, not only the fifty pupils of one room are made to suffer, but possibly several hundreds by promotions; for no teacher can be taken from a class of children, with whose habits, dispositions and attainments she has become familiar, to whom they have become attached, without positive loss, even if an equally capable teacher can be substituted. The change is likely to prove disastrous, if an incompetent one is appointed to fill the position.

Little difficulty is experienced in filling vacancies occurring in the primary or medium grades, from the training schools, or by promotion. But in the two or three highest rooms of the grammar schools, the duties and responsibilities are such that none but the most vigorous and thoroughly experienced teacher can discharge them with the highest success.

Again, there is an advantage in occasionally introducing a teacher whose experience elsewhere may be a positive gain to our schools, by the introduction of new

methods of teaching and management; for, in a system like ours, where the teachers know nothing of methods, except as they have seen them in their school life, there is no disguising the fact, that there is danger of falling into routine, which is liable to weaken ambition to make effort for a high degree of excellence.

When I suggested to the Board, fourteen years ago, the expediency of providing training schools for the supply of teachers, it did not occur to me that it would be possible to do more than to prepare young teachers for the lower grades, and by promotion to fill, in part, vacancies above, as teachers should gain experience.

Though our success has exceeded all expectations, my opinion remains essentially the same, after these many years of observation and experience. While I cordially approve the policy of furnishing teachers for our schools from those whom we educate and train for the service, it is my conviction that for the best interest of our schools it is desirable to make an occasional exception in our practice, when circumstances clearly indicate its expediency.

TRUANT SCHOOLS have been an important feature of our system since 1871. Fifteen years ago the entire burden of truancy and insubordination was thrown upon the teachers of the schools. There was no legal authority to aid them, but always enough ready at the call of any parent to prosecute a teacher for supposed undue severity in the punishment of any refractory, or truant boy. The only relief afforded was the power given to the teacher to suspend a scholar for truancy or misconduct, at their option, when punishment failed to subdue the offender. The result was, that scores of contumacious transgressors were turned into the streets, greatly to their delight in being freed from the restraint and tasks of the schoolroom, and to the provoking annoyance of all good citizens whose fruit yards, or small wares exposed at the doors of their shops, were subject to their pilfering hands. These "street Arabs" were added to the still larger

number of others, who were denied admission into the schools for want of room, and were "waiting for seats;" to whom the former class became leaders and teachers in the "street school."

So intolerable became the insubordinate spirit in the school and so great the public nuisance without, that relief was imperatively demanded. The Board ordered the opening of a school to which truant and insubordinate pupils should be "transferred," in accordance with the laws of the state and in conjunction with the authority of the police magistrates. Thereupon, the rule allowing "suspension" was repealed and the practice peremptorily prohibited. The language of the Board, in their report of 1871, gives a vivid account of the first year's trial of the school: "The immediate effect of the new regulations was seen in a rapid diminution in the number of truants reported from the several schools, and in clearing the streets of young vagrants. Boys who had grown skilled in the short method of avoiding the irksomeness of school by playing truant and being immediately suspended, found that this satisfactory arrangement had come to an end. The less they were inclined to go to school the more urgent every one seemed to have become that they should go; the army of boys who found a pleasant excitement during school hours in watching the arrival and departure of the trains, or fishing from the wharves and docks, or playing ball in the outskirts of the city, or hanging around stables, or perching on fences near the school houses, found their liberty seriously abridged by inquisitive policemen, who put unpleasant questions about their absence from school and insisted on taking them to their homes or to the schools to which they belonged, or to the station house." * * * *

"The ages of the seventy-five boys who have been sent during the year to the truant school varied from ten to sixteen years. With few exceptions, they were grossly ignorant of what boys at their age ought to know. Some of them did not know their letters, most of them could

read very imperfectly, and not more than two or three knew the multiplication table. The greater part of them were found to be neglected and mischievous rather than depraved and vicious boys."

Of the three "ungraded schools," two, under the instruction of male teachers, receive only boys; the third, under the care of two female teachers, is designed for both boys and girls, chiefly of that class that are unable to attend regularly the graded schools. Our "truant schools" differ from those established elsewhere as places of confinement for truant and insubordinate pupils. Living with their parents such pupils attend as in other schools; but those who persist in truancy here are arrested, brought before the police court and sentenced to the State Reform School at Meriden. This is the last resort.

A reformatory school, provided by the city, or county, into which boys beyond control might be taught and trained, as in a well-regulated family, would doubtless be far better than a large state institution, in which are thrown together a multitude of the worst juvenile criminals of the state.

VOCAL MUSIC has been one of the regular studies of the schools during the past fifteen years. Under the direction of Mr. Jepson, it was begun as an experiment, which proved so satisfactory that instruction in music has been given for many years in all grades. Fifteen minutes a day is the time allowed for this exercise, which serves a double purpose—instruction and recreation. It adds a pleasing variety to the programme of the day and gives healthful relaxation to the pupils, besides valuable instruction. Nothing more effectually cultivates precision, promptness, quick perception and close attention, than a lesson in singing. In no exercise do the children engage with so much cheerfulness and animation. The degree of excellence which the pupils have attained is a marvel to all who witness their performance.

A marked effect is noticeable in music circles everywhere in the city. In churches, Sunday schools and in social gatherings of every kind, excellent music is obtainable with little effort. Musical taste is generally much improved. Many will recall with pleasure the mammoth musical performance at the Fourth of July celebration in 1876, in which 2,700 pupils of the public schools gave an open air concert, under Mr. Jepson's direction, with remarkable success.

DRAWING was introduced into the schools in 1868, under the direction of Prof. Louis Bail, who had previously given instruction for many years in the Sheffield Scientific Department of Yale College. Instruction is given from the primary, through all the grades, by the teachers of the several rooms, under the direction of Prof. Bail, who also gives all the instruction in the High School. The value of drawing becomes more obvious every year, whether as a personal attainment, or for business purposes. Out of the large numbers learning the use of the pencil, the development of remarkable skill occurs frequently. Many pupils after leaving school have found remunerative employment in drawing. The demand is increasing every year, in this country, for skill in this art; and it is certain that we have no study more practical than this in our schools. It combines both pleasure and utility. The cost should be no objection, since the expense of both music and drawing together is only one cent a week for each scholar.

If space would permit, it would be interesting to compare the schools of 1880 with their condition in 1850; or fifteen years before and fifteen years after 1865. The studies, as reported in 1851, were as follows: Reading, Spelling, Writing, Geography, Grammar, Arithmetic, U. S. History, and Drawing. It appears that no higher studies were pursued in any of the schools than those contained in this list. Comparatively few children over twelve years were found in the public schools. In 1853, after a new impulse had been given to the Webster

School, which received its new name that year, the Board report that, "128 pupils over 12 years of age are there—a greater number of that age (exclusive of the Lancasterian schools) than are to be found in all the other public schools of the city. The Board regard this circumstance as one of the most encouraging signs of public satisfaction with the school that they have witnessed."

The schools of New Haven have made progress in the past quarter-century and more, which none can realize who have not known them as they were and as they are to-day. It is said that fifty years ago New Haven did not own a school house. However that may be, it is certain that school accommodations must have been very scanty till within thirty years, if,—except the Lancasterian school,—the Whiting St., Washington (3 rooms), now Cedar St., and the octagon part of the Webster School, were the chief school edifices of the city. The extent of the course of studies is given above, as pursued just at the period when a new interest began to be awakened and a new era began. It is believed that the advance in the schools has been, in a good degree, parallel with the improvements and progress in the business world outside of the school room.

Although the public schools never had more earnest supporters, nor more diligent seekers after improved methods of instruction, they are made the subject of severe criticism. It is well that they should come under public scrutiny, since they belong to and are supported by the people. It is excellent evidence that the public school system has intrinsic value, since it not only continues to exist, but actually thrives under vigorous assaults; for the endless variety of charges of imperfection and unworthiness have not apparently diminished the confidence of parents, whose children are receiving the benefits it confers, nor of cultured men and women over the land, who comprehend its great value to an

enlightened community, and to a people who hold the reins of a free government in their own hands.

Opinions may differ in regard to methods of managing the schools, or the extent to which the children of the state shall be educated at public expense; but the underlying public sentiment will remain unaffected, so long as the benefits to individuals and the state combined continue to contribute to the welfare of both.

"It is for the interest of the state that no talent which God gives to any child should be lost. If a poor boy, a child of a dependent widow, or an unfortunate immigrant has any extraordinary talent, which being developed would add to the wealth and welfare of the state, and if that talent for want of opportunity to develop itself is lost, like a gem sunk in the unfathomed caves of ocean, *the state is the loser.*"—Rev. L. BACON, D.D.

"A system of general instruction which shall reach every description of citizen from the richest to the poorest, as it was the earliest, so will be the latest of all the public concerns in which I shall permit myself to take an interest. Give it to us and receive for the inestimable boon the thanks of the young and the blessings of the old, who are past all other services but praying for the prosperity of their country and blessings to those who promote it."—THOMAS JEFFERSON.

Respectfully submitted,

A. PARISH,

Superintendent of Schools.

NEW HAVEN, CONN., AUG. 31, 1880.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish by its course of study.

I.—The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their application in the various departments of industrial life.

A preparatory course of instruction is included in the Scheme, by which pupils are fitted to enter the Academic or Scientific departments of college.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II.—As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, High School Course.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one term, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping—A complete knowledge of the Theory of Accounts, Journalizing, Posting and Settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, etc.

Correspondence—A variety of topics connected with the details of business will be given the pupil designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style, corrected.

Arithmetic—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Averages, Partial Payments, Equation of Payments, and Partnership Settlements.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third optional. The optional studies are in italics.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place during the last week of the Winter Term. Pupils residing in the city must be present at the regular examinations unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons: but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

The following are the branches on which the candidates are examined for admission: Arithmetic, English Grammar, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

The candidate must be familiar with "French's Common School" ARITHMETIC, omitting Arithmetical and Geometrical Progression; and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Harper's Common School Geography, or its equivalent, is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States is required.

Good Penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

From the foregoing statements it will be obvious, that while instruction is given in Latin, Greek, French and German, the Board of Education are determined to provide a thorough course of instruction in the Higher English branches, with special reference to those who are to begin the active duties of life without other advantages than those which they will here obtain.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April, 1880.

Arithmetic.—Time, 3 hours.

1. A farmer planted 1 hill of corn on every square rod of ground in a field of 13 A. 96 sq. rd. How many hills did he plant? Credits—(4)

2. If a railroad train runs 144 mi. 291 rd. in 5.5 ho., how far does it run in one hour?

3. A person having 271$\frac{1}{2}$ acres of land, sold $\frac{1}{2}$ of it to one man, and $\frac{3}{8}$ of it to another. What was the value of the remainder at \$57$\frac{1}{3}$ an acre? (5)

4. Reduce to the simplest $\frac{4\frac{3}{4}+\frac{3}{5}}{3\frac{1}{7}-1\frac{3}{14}} \times 2 =$ (4)

5. Multiply the sum of the quotients of 270 ÷ 4,000; 1,307 ÷ .008; .0103 ÷ .04; 70306 ÷ 5; 3.78 ÷ 200; .04735 ÷ .0005; 30 ÷ .004; 903 ÷ 30,000; by 25.25. (5)

6. How many times will a wheel 16$\frac{1}{2}$ ft. in circumference revolve in running 42 miles? (4)

7. What must be the width of a bin 9 ft. long and 5$\frac{1}{2}$ ft. high, to contain 1$\frac{1}{2}$ times as much as a bin 8 × 5 × 6 ft.? (5)

8. How many days, hours, etc., in .241 of a week? (5)

9. The longitude of Springfield, Mass., is 72° 35′ 45″ west longitude from Greenwich, and of Galveston, Texas, 94° 46′ 34″ west; when it is 20 minutes past 6 o'clock A.M. at Springfield, what time is at it Galveston? (6)

10. After drawing 9 gallons from a cask of oil, the amount drawn was 40 % of the amount remaining in the cask. How many gallons were in the cask at first?

11. How many tons of ice can be packed in a building 40 ft. long, 30 ft. wide and 20 ft. high, a cubic foot of ice weighing 58$\frac{1}{2}$ pounds. (5)

12. If I pay \$20 for having my house insured, at $\frac{5}{8}$%, for what amount did I get it insured? (4)

13. If I exchange 65 shares of bank stock at 26% premium, for R. R. stock at 9% discount, how many shares will I receive? (5)

14. At what rate will \$560 amount to \$659.40 in 2 yr. 11 mo. 15 da.? (5)

15. What is the face of a note due in 12 mo. 15 da., the proceeds of which, discounted at the First National Bank of New Haven, are \$370.12$\frac{1}{2}$? (6)

16. B sold a span of horses to C and gained 12$\frac{1}{2}$%; C. sold them to D for \$550, and lost 16$\frac{2}{3}$%. What did the horses cost B? (6)

17. If a pole 6 ft. high casts a shadow 7$\frac{1}{2}$ feet long, how high is a tree whose shadow is 85 ft. long?

18. A and B engage in trade together, A putting in \$1500 for 9 months, and B \$2500 for 6 months. They gained \$2394. What is each one's share of the gain? (5)

19. If ten men can cut 46 cords of wood in 18 days, working 10 hours a day, how many cords can 40 men cut in 24 days, working 9 hours a day? By analysis and proportion. (5)

20. A square plot of ground contains 87,616 sq. ft. What is the length of one side? What the distance diagonally from one corner to its opposite? (5)

(5 extra credits for 2d answer).

English Grammar.—Time, 3 hours.

1. When are words said to be derivative and when compound? Give two examples of each. Credits—(4)

2. Write sentences in which the relatives who (objective case), which, what and that are properly used. (4)

3. Give the second person singular of the verb *be*, in the several moods and tenses. (5)

4. Write the principal parts of the following verbs: lay, lie, see, lead, make, ride, swim, write, give, run. (4)

5. Write a sentence containing an *active transitive* verb, and change the same into the corresponding passive form. (5)

6. Write correctly the following in regard to capitals and punctuation: mister j smith. will you please Excuse my Son john next friday At 10 oclock yours very respectfully T. nichols. (5)

7. Write a sentence containing an ordinal adjective; an adverb of manner; an adverb of degree; and an interjection. (5)

8. Correct the following sentences: Give a reason for the correction.

1. He hadn't ought to have done it.
2. I done as well as I could.
3. We hoped to have heard from you before now.
4. I cannot give you no more money. (5)

9. Describe a grammatical subject and a logical predicate. Write a sentence to illustrate. (5)

10. Write a sentence having for its predicate the passive, potential, present, third person, plural form of the verb *see*. (5)

11. "The *best* authors *should be read* by the student, *that he may thus insensibly acquire* a grace and refinement of expression *which no* arbitrary rules *can give*." Parse in full the words in italics. (12)

12. Analyze the foregoing sentence. (12)

13. Write a letter of not less than fifteen lines, addressed to Mr. T. W. T. Curtis, and state *how* and *where* you would like to spend your vacation next summer. What would you propose to *see* and *do?* (25)

N. B.—Your credits for this letter will depend on correctness in the date, capitals, punctuation, and grammatical construction.

United States History.—Time, 3 hours.

1. Give an account of the Pilgrims from the time they left England to their settlement in America. Credits—(10)

2. Give an account of the settlement of Connecticut, including its colonies, Indian war, charter, etc. (10)

3. Give a statement of four wars—their causes—after the union of the New England Colonies. (5)

4. Give an account of the settlement of New York, including the administrations of Keift, Stuyvesant, and the colonial history. (5)

5. State what complaints the colonists made against British legislation, which led to the revolutionary war. (10)

6. Name ten important events which occurred between 1765 and 1776. (5)

7. Write an account of Washington previous to 1776. (5)

8. Give an account of Cornwallis's movements—siege of Yorktown—and consequences of his surrender. (10)

9. State what you can of the war of 1812. (5)

10. Give an account of the great civil war in the United States. When did it begin and end? What caused it? Under whose administration did it occur? Name some principal events during its continuance. Name some prominent military men engaged in it—on both sides, and state which. Any other facts. (20)

HILLHOUSE HIGH SCHOOL.

Annual Examination, April, 1880.

The following embrace only a portion of the questions actually used, others being omitted for want of space.

FOURTH CLASS.

(*Arithmetic.—Omitted.*)

FOURTH CLASS.

Book-Keeping.

Write Journal, Ledger, and Trial Balance, allowing in the Ledger nine lines for each account; also write the draft mentioned in the transaction under the 30th date.

New Haven, Jan. 1, 1880.—The partners in this business are R. C. Spencer and C. A. Walworth. The gains and losses are to be divided equally.

R. C. Spencer invests cash, $5000.

C. A. Walworth invests cash, $6010.

The concern assumes for the latter two notes of $500 each. On one of these notes $10 of interest has already accumulated.

2. Deposited in Second National Bank, cash, $10,000.

3. Bought of Sherwood & Co. merchandise worth $1000. Gave in payment a check on Second National Bank, $500; balance purchased on account, $500.

4. Shipped Thompson & Hayes, Chicago, to be sold on our account and risk, merchandise worth $500.

14. Discounted our note of $500, favor of Simpson & Co., due in 33 days; discount, $2.75. Gave a check for $497.25.

25. Paid, in cash, Sherwood & Co.'s sight draft for $300.

29. Received from Thompson & Hayes, Chicago, an Account Sales of the merchandise shipped the 4th. Net proceeds due the 25th amount to $600.

30. Bought of L. I. Williams merchandise worth $2000. Gave in payment our draft at 30 days on Thompson & Hayes, $600, and check for balance, $1400.

INVENTORY.—Merchandise, $2500.
Interest payable, $12.50.

FOURTH CLASS.

(*Physical Geography.—Omitted.*)

FOURTH CLASS.

Physiology.

1. Describe the process of repair in a broken bone. (4) Describe the spinal column. (2) Describe the tendons. Name an important one.(3)

2. Describe the structure of the cutis.(3) Name the albuminoids. Mention the properties which they have in common.(3) Account for the sensations of hunger and thirst.(4)

3. What processes must the food undergo before it is assimilated? (3) Show the effect of ice-water upon the process of digestion. (2) What effects do the different methods of cooking have upon meat? (3) Why does unbolted flour make the most nutritious bread? (3)

4. In the case of a severe wound, from which the blood flows freely, how would you judge of the danger, and what measures would you take to avoid serious consequences? (4) What important changes take place in the capillaries? (3) Show how impure air causes drowsiness. (3)

5. Why is hot bread unwholesome? (3) Describe a good method of ventilation. (3) How does sickness affect the sense of taste? (3) Why is an old person obliged to hold the book farther from his eyes, than one who is younger? (3)

FOURTH CLASS.

Physical Geography.

1. Explain the formation of unstratified rocks, (1) and classify them. (1) Describe each class and give examples. (3) Name and describe fully the peculiarities of the "Secondary Period." (5)

2. Name the mountain systems of each of the grand divisions of the Eastern Continent. (3) Describe the British system; (3) the Cape system. (2) Name the mountain systems of the Western Continent. (1) Describe the Andes. (3)

3. Locate and describe Lake Baikal. (3) Mention the four classes of lakes, and give an example of each. (4) Explain the origin of salt lakes. (3) Name and describe the highest lake on the globe. (1)

4. Tell something of river sources; (1) watersheds; (2) deltas; (1) and give examples of each. (3) Describe the St. Lawrence. (3)

5. Mention the advantages of lakes; (3) the importance of rivers; (3) relation of plains to civilization; (3) utility of ocean currents. (3) What is the highest inhabited region of the globe? Describe it. (3)

FOURTH CLASS.

(*Classical Geography and Roman History.—Omitted.*)

FOURTH CLASS.

Latin.

1. Give the gender of *trabs*, *nubes*, *scelus* (*eris*), *manus*, *acies*, *dolor*, *litus* (*oris*), *imago*. (6)

Decline *corpus*, *dea*, *domus*. (6)

2. Write the principal parts of *doceo*, *mitto*, *sentio*, *sto*, *ago*, *disco*, *pingo*, *teneo*, *relinquo*, *venio*. (5)

3. Translate—

Frater oblitus est *patriae*. Soror vidit super humeros fratris paludamentum *quod* ipsa *confecerat*. Oppidum Remorum ab castris octo milia *passuum* aberat. Consul Roma *Athenas* profectus est. (7)

4. Write the syntax of the italicized words. (10)

5. Compare *superus*, *atrox*, *malus*, *gracilis*. (4)

Decline *levior*, *totus*, *celer*. (6)

6. Give a synopsis of the present system of the verb *do* in the first person singular. Give a synopsis of the perfect system of *video*. Write the supine system of *dico*. (10)

7. Translate—

Si semper bene vixeris, ab omnibus diligere. Caesar vir summi ingenii, prudentiam cum eloquentia junxit. Pax petenda est mihi. Amulius, pulso *fratre*, regnavit. Pater jussit ut abirem. (6)

8. Give the mood, tense, and explain the use of *vixeris, abirem*. Parse *mihi*. What is the rule for the case of *fratre?* Give the syntax of *pulso*. (10)
What case should follow *miseret, potior?* What case indicates price or value? What case is required for the voluntary agent after a passive verb? (6)

9. Translate—
He shall have praised. I was blamed. We have been led. The swiftest animals are not always the strongest. (12)

10. Give the principal parts and inflect the Subjunctive present of *potior, fero*. Inflect the Indicative present of *malo*. Write the infinitives, imperatives, and participles, active and passive, of *facio*. (12)

FOURTH CLASS.

(*German.—Omitted.*)

THIRD CLASS.

Algebra.

1. Given $\left\{\begin{array}{l} 2x=u+y+z \\ 3y=u+x+z \\ 4z=u+x+y \\ u=x-14 \end{array}\right\}$ to find u, x, y and z. (10)

2. (*a*) Solve $x+\sqrt{a+x^2}=\dfrac{a^2+a}{2\sqrt{a+x^2}}$. (7)

(*b*) Reduce $\dfrac{\sqrt{5}-\sqrt{-3}}{\sqrt{5}+\sqrt{-3}}$ to equivalent fraction having rational denominator. (5)

3. (*a*) Given $x^4+2a^2x^2=4a^3x-4ax^3$ to find x. (5)
(*b*) Find the values of x and y in the equations
$$\left\{\begin{array}{l} x^2y^2+x^3y^3=-4 \\ x^3y+xy^3\ \ =\ \ 2 \end{array}\right\} \quad (5)$$

4. (*a*) Solve the equations
$$\left\{\begin{array}{l} x^2=10-\dfrac{x}{y^{-1}} \\ \dfrac{y}{x^{-1}}=15-y^2 \end{array}\right\} \quad (5)$$

(*b*) An engraving whose length was twice its width was so mounted on Bristol board as to have a margin 3 inches wide, and equal in area to the engraving, lacking 36 inches. Find width of engraving. (5)

5. (*a*) Find value of $\sqrt{97+56\sqrt{3}}-\sqrt{97-56\sqrt{3}}$. (5)
(*b*) Prove that "If four quantities are proportional, the sum of the first and second is to their difference, as the sum of the third and fourth is to their difference." (5)

6. (*a*) From two towns 102 miles apart, A and B set out to meet each other: A went 3 miles the first day, 5 the second, 7 the third, and so on; B went 4 miles the first day, 6 the second, 8 the third, and so on. In how many days did they meet? (8)
(*b*) The first term of a geometrical series is 5, the last term is 1215, and the number of terms 6; required the ratio. (5)

7. (*a*) Sum 12 terms of the series 1, 5, 14, 30, 55, 99, etc. (5)
(*b*) If you are to select 7 articles out of 12, how many different choices have you? (5)

8. Find four approximate values for the ratio of 200 days to 12 years of 365¼ days each. (10)

9. Expand to six terms $(a^2-x^{\frac{1}{2}})^{-\frac{3}{4}}$. (10)

10. Define a surd; independent and homogeneous equations; a reciprocal; elimination; a series; a convergent; ratio. Write the first six powers of $\sqrt{-1}$. (10)

THIRD CLASS.

(*Rhetoric.—Omitted.*)

THIRD CLASS.

(*Ancient History.—Omitted.*)

THIRD CLASS.

Ancient and Mediæval History.

1. Give briefly the poetical story with regard to the early history of Rome. (3) Give some events in the life of Numa Pompilius.(2) Give an account of the Samnite War.(2) Who were the contending parties at Actium and which was victorious?(2) Explain what is meant by: The First Triumvirate;(1) Cæsar's passage of the Rubicon.(1)

2. Duration of the kingdoms of the Franks and of the Goths compared.(2) Reasons for this difference.(1) Name the Christian missionaries and the scenes of their labors.(2) Give three instances in which the barbarians were invited to invade the empire.(5) Give some account of the last Roman Emperor, with one date.(2)

3. To what nation did each of the following belong and for what was he noted? Chas. Martel, Saladin, Arnold of Winkelreid, St. Bernard, and Haroun Al-Raschid.(5) Object and general results of the Crusades.(5)

4. Explain the following terms: Exarchate of Ravenna; Right of Investiture; Truce of God; Mayors of the Palace; Schism of the Greek Church; Anglo-Saxon Heptarchy; Helvetic League; The Hegira; War of the Jacquerie; and War of the two Janes.(10)

5. Name kings of the first branch of the Capetian dynasty.(2) Who were the contending parties and which was victorious at Poictiers (1356), Bannockburn, Crecy, Bouvines, and Agincourt?(5) By whom and under what circumstances were these words spoken? "God wills it." "I have loved justice and hated iniquity, therefore I die in exile."(1) Give an account of the last Gladiatorial Combat.(5)

THIRD CLASS—CLASSICAL DIVISION.

(*Ancient History.—Omitted.*)

THIRD CLASS.

Cæsar.

1. Write in Latin a brief description of Gaul. (5)

2. Translate—

Relinquebatur una per Sequanos via, qua, Sequanis invitis, propter angustias ire non poterant. His cum sua sponte persuadere non possent, legatos ad Dumnorigen Haeduum mittunt, ut eo deprecatore a Sequanis impetrarent. * * * Itaque rem suscipit, et a Sequanis impetrat ut per fines suos Helvetios ire patiantur, obsidesque uti inter sese dent perficit: Sequani, ne itinere Helvetios prohibeant; Helvetii, ut sine maleficio et injuria transeant. (10)

5. Give the principal parts of the verbs. Supply the ellipsis after *Sequani* and *Helvetii*. Explain the mode of *dent*. What interest had Dumnorix in taking up the cause of the Helvetians? (5)

4. Translate—

Cum per eorum fines *triduum* iter fecisset, inveniebat ex captivis Sabim flumen ab castris *suis* non amplius *milia* passuum decem abesse: trans id

flumen omnes Nervios consedisse, adventumque ibi Romanorum exspectare, una cum Atrebatis et Veromanduis, finitimis *suis* (nam *his utrisque* persuaserant, uti eandem belli fortunam experirentur); exspectari etiam ab his Aduatucorum copias atque esse in itinere; mulieres quique per aetatem ad pugnam inutiles viderentur in eum locum conjecisse, quo propter paludes *exercitui* aditus non esset. (10)

5. Name the verbs which are the objects of *inveniebat* with the subject of each. Explain the tense of the same verbs. Explain the mode of *persuaserant*, *viderentur* and *esset*. Syntax of italicized words. (10)

6. Translate—

Ad quos [Germanos] cum Cæsar nuntios misisset, qui postularent, eos qui sibi Galliaeque bellum intulissent sibi dederent, responderunt: 'Populi Romani imperium Rhenum finire: si se invito Germanos in Galliam transire non *aequum* existimaret, cur *sui quicquam* esse *imperii* aut potestatis trans Rhenum postularet?' (8)

7. Explain the mode of *dederent*. Syntax of italicized words. Change Indirect to Direct Discourse. (8)

8. Translate—

Interim, consilia ejus cognito, et per mercatoribus *perlato* ad Britannos, a compluribus insulae civitatibus ad eum legati veniunt qui *polliceantur* obsides dare, atque imperio populi Romani obtemperare. Quibus auditis, liberaliter pollicitus, hortatusque ut in ea sententia permanerent, eos *domum* remittit; et cum iis una Commium, *quem* ipse Atrebatibus superatis *regem* ibi constituerat, cujus et virtutem et consilium probabat, et quem sibi fidelem esse arbitrabatur, cujusque auctoritas in his regionibus *magni* habebatur, mittit. Huic imperat quas possit *adeat* civitates; horteturque ut populi Romani fidem sequantur, *se*que celeriter eo venturum nuntiet. Volusenus perspectis regionibus omnibus, quantum ei faculatis dari potuit, qui *navi egredi* ac se barbaris committere non auderet, quinto die ad Caesarem revertitur, quaeque ibi perspexisset renuntiat. (14)

9. Syntax of italicized words. Compare *celeriter*. Why is the present infinitive employed after *polliceantur?* Give the usual construction. May *ventire* be correctly substituted for *venturum* in line 10? (11)

10. Write in Latin—

I first ask this of you, not to do anything against my will. There are some who warn us not to believe Cæsar. He will praise Caius, that he may himself be praised by Caius. It is easy for me to carry all my property with me. The General hopes to finish the war before winter. You and Divitiacus have not brought the corn which you promised. The Nervii declared that they would neither send hostages nor accept conditions of peace. The Germans thought it was not right for Cæsar to lead his forces across the Rhine. Cæsar built the bridge, that he might cross the Rhine more swiftly and more safely. Dumnorix feared that Cæsar would find out his treachery. (20)

THIRD CLASS.

Greek.

[All Greek words must be written with accents].

1. Explain the terms Syncope, Metathesis and Contraction, giving examples of each. Write more correctly *ἀπ'οὐ*, *ἐνβαίνω*, *ἀλλακμαι*, *ἱστάασι*, *πεπλέκθαι*, *δραοίη*. Define enclitics and proclitics, giving examples of each. When do proclitics take an accent? (8)

2. Decline *θάλαττα*, *γ(ἐα)ῆ*, *σῦκον*, *νοῦς*. (8)

3. Decline *εὖρος*, *ἄστυ*, *βοῦς*, *γέρων*. (8)

4. Decline *πολύς*, *μέλας*, *βελτίων*, *ἀσφαλής*. (10)
Compare *καλός*, *πονηρός*, *ταχέως*. (2)

5. Decline *σύ*, *εἷς*, and the singular of *οὗτος* and *ὅστις*. (8)

6. In what verbs does the reduplication syllable consist of ε only? How are the Future and First Aorist systems of liquid verbs formed? When is the stem vowel of μι verbs lengthened? Specify the different connecting vowels and tense signs. Write the endings of the Imperative Mood, Active Voice. (10)

7. Write the synopsis of the Indicative Active and Passive of λύω in the 2nd per. plu. Write the synopsis of the First Aorist Active of φαίνω, and the Present Active of εἰμι. (5)

8. Inflect the Present Indicative Active of δίδωμι; Second Aorist Subjunctive Passive of στέλλω; Perfect Indicative Middle of ἀλλάσσω; Second Aorist Indicative Active of δίδωμι. (5)

9. Translate—

(1) τὴν γέφυραν ἐλύσατε καὶ ἐμένετε ἐν τῇ νήσῳ. (2) οἱ δὲ ἄλλοι στρατιῶται ἐννυκτέρευσαν ἄσιτοι καὶ ἄνευ πυρός. (3) Κῦρος τὰς ναῦς μετεπέμψατο, ὅπως ὁπλίτας ἀποβιβάσειεν εἴσω καὶ ἔξω τῶν πυλῶν. (4) οἱ δὲ στρατιῶται, οἵ τε αὐτοῦ ἐκείνου καὶ οἱ ἄλλοι, ταῦτα ἀκούσαντες, ἐπῄνεσαν. (5) πολλοῦ ἄξιοι ἂν εἰημεν φίλοι, εἰ ἔχοιμεν τὰ ὅπλα. (6) ἡρώτων ἐκεῖνοι, εἰ δοῖεν ἂν τούτων τὰ πιστά. (7) ἀλλ' οἱ ὀλίγον ἐδηδοκότες σφόδρα μεθύουσιν ἐῴκεσαν. (8) τῶν μὲν γὰρ νικώντων τὸ κατακαίνειν, τῶν δὲ ἡττωμένων τὸ ἀποθνήσκειν ἐστί. (9) ἀλλ' ὅπως, μὴ ἐπ' ἐκείνῳ γενησόμεθα πάντα ποιητέον. (10) καίτοι εἰ ἅμα τ' ἐλεύθερος εἴης καὶ πλούσος γένοιο, τίνος ἂν δέοιο; (15)

10. Construction of ἄσιτοι, πολλοῦ, ἐκείνου, ὀλίγον, πλούσιος, τίνος. State where the following forms are found: ἐννυκτέρευσαν, ἐπῄνεσαν, ἡρώτων, ἐδηδοκότες, γένοιο, ἐλύσατε, and give the verb to which each belongs. Analyze δοῖεν, ἐπῄνεσαν and ἐδηδοκότες. Describe the four forms of conditional sentences with the corresponding Latin forms. What is the difference between αὐτὸς ὁ ἀνήρ and ὁ ἀνὴρ αὐτός? (12)

THIRD CLASS.

French.

1. Give the partitive article in its three singular forms, and tell when each is used. When does the preposition *de* take the place of the partitive article?

2. Give rules for the use of the definite article in French with examples. Write a French sentence in which *a* is followed by the name of a place, and one in which *en* is followed by the name of a place.

3. Conjugate *pouvoir* in the present subjunctive; *venir* in the present conditional; *tenir* in the imperfect subjunctive; *être* in the future indicative; *mourir* in the present subjunctive; *manger* in the imperfect indicative; *recevoir* in the present indicative; *se rappeler* in the present subjunctive; *faire* in the present indicative; *s'asseoir* in the present indicative.

4. Explain whatever irregularities there are in the formation or inflection of these tenses.

5. Translate—

Un sansonnet, qui avait bien soif, trouva dans un champ une bouteille à moitie remplie d'eau, que des laboureurs y avaient laissée. Il mit son bec dans le goulot de la bouteille, mais l'eau n'était pas assez haute pour qu'il pût atteindre. Il essaya de faire avec son bec un trou dans le côté de la bouteille, mais le verre était trop dur. Alors il fit de grands efforts pour renverser la bouteille, mais, hélas! il n'y put parvenir; elle était trop pesante. Enfin, il s'avisa d'un moyen qui lui réussit; il y jeta de petits cailloux, et il eut la satisfaction de voir l'eau monter. Il continua cette opération jusqu'a ce que l'eau eût atteint le goulot de la bouteille. Alors il fut récompensé de son esprit d'invention: il se désaltéra.

6. Explain the difference between the imperfect and past definite tenses, and give illustrations from this fable.

Parse *qui avait bien soif ; que des laboureurs y avaient laissée ; pour qu'il y pût atteindre ; il n'y put parvenir ; de petits cailloux ; jusqu'a ce que l'eau eût atteint le goulot.*

7. Translate—

If you were thirsty, you would drink the water which is in that bottle, though[1] it be not iced[2]. You are not discreet[3] enough for me to tell you what I have heard[4]. Though you make great efforts, you will not succeed[5], if you do not persevere[6] in them. You should[7] continue your efforts until you succeed. Do like the starling; reflect on[8] all possible means which may lead[9] to success.

[1]Quoique. [2]glacé. [3]prudent. [4]apprendre. [5]réussir. [6]persévérer. [7]devoir. [8]songer à. [9]conduire.

8. 9. Translate—

What do you wish me to do? I wish you to write this paper without a mistake. Our teacher would have us do impossible things. We fear she will not render us justice. However diligent we might be we could not succeed. I will prevent his going out. Does it seem to you that she is right? He has just lost the book. He ought to have given it to his sister. She could have kept it.

Explain the mode and tense of the dependent verb in any five of the last sentences.

10. Reading for pronunciation.

THIRD CLASS.

German.

1. Give the number of irregular verbs, the number of their conjugations, and state where the deviation takes place. Why are the conjugations so divided?

Give principal parts of geben, essen, beißen, erbleichen, weichen.

Translate:—Was ißt der Knabe da? Es geschieht viel in der Welt was man nicht verstehen kann.

2. Translate:—*In* a few *days*. What does Miss Henrietta *read?* God has *given* reason to mankind. We must always return good for good. I do not *know* him.

Give rules for italicized words.

3. Give first person plural, passive voice, of the verb belohnen in all its moods and tenses.

Translate:—Alphons V., König von Arragonien, genannt der Großmüthige, war der Held seines Jahrhunderts, er dachte nur darauf, Andere glücklich zu machen. Dieser Fürst ging gern ohne Gefolge und zu Fuß durch die Straßen seiner Hauptstadt. Als man ihm Vorstellungen über die Gefahr machte, welcher er seiner Person aussetzte, so antwortete er: „Ein Vater, welcher mitten unter seinen Kindern umhergeht, hat nichts zu fürchten."

4. Correct the following sentences:—Den Federmesser liegen an die Tisch. Den Soldat hat an sein Wunden sterben. Es verdrießen mir das ich nicht da gewesen habe. Es standen einen Wagen vor das Haus. Es gefiel mich sehr wohl in die Gesellschaft die junge Leute.

5. Schomberg antwortete ihm: „Es ist wahr, daß Ihre Majestät mich letzthin verwundete, heute tödten Sie mich: denn die Ehre, die Sie mir anthun, zwingt mich bei dieser Gelegenheit für Sie zu sterben." Der brave Deutsche zeichnete sich auch wirklich durch seine Tapferkeit aus, und wurde an der Seite des Königs getödtet.

6. Translate:—The hunter catches the wild beasts, but he can not tame them. The Romans considered wisdom, justice and temperance as the greatest virtues. Cicero left Rome when he saw that his enemies were mightier than his friends. Your flowers smelt very agreeably. The hunter shot, and the bird flew away, for he had not hit it.

7. Translate:—

Fester Grund sei deinem Ich,
Nie dein Wort zu brechen,
Drum vor allem hüte dich,
Großes zu versprechen.

Aber, auf dich selbst gestellt,
Handle groß im Leben,
Gleich als hättest du der Welt
Drauf dein Wort gegeben.

8. Translate:—Leihen Sie mir einige Federn, ich muß einige Briefe schreiben. Amerika liegt gegen Westen. Hier ist das Buch, dessen Verfasser Sie so sehr verehren. Wollen Sie schon Abschied nehmen? Ende gut, Alles gut.

Give rules for spaced words.

9. Write and translate two stanzas of any German poem.

10. Read for pronunciation.

JUNIOR CLASS.

Modern History.

1. Give some account of the relations which existed between the Emperor Charles V, Henry VIII of England and Francis I of France. Name events in which they shared.

2. What provision was made in the will of Henry VIII for the succession to the English throne? What questions connected with the succession arose in the three subsequent reigns?

3. Narrate the circumstances connected with the Massacre of Glencoe.

4. Name, in the order of their succession, the ministers of finance under Louis XVI. What policy did each pursue and with what success?

Describe some exciting event of the French Revolution.

5. Name two Englishmen prominently connected with East Indian affairs. Sketch the leading events in the life of one of them.

JUNIOR CLASS.

English Literature.

1. Name the leading writers of the Saxon period and mention their most important works. From what source are the legends respecting King Arthur chiefly obtained?

2. Give an extract of not less than ten lines from any English poet, with the name of the author and the period in which he wrote. Comment upon the extract.

3. Name two works which resemble in plot the Canterbury Tales. By what American poet and in what poem is a legend from the Gesta Romanorum employed? Give the legend.

4. Describe a leading character of either Midsummer Night's Dream or Hamlet.

5. Locate the following and explain the italicized passages.

"A *station* like *the herald Mercury*,
New-lighted on a heaven-kissing hill."

"*You minimus, of hindering knot-grass made.*"

"They say *the owl was a baker's daughter.*"

"*The thrice three muses mourning for the death*
Of learning, late deceased in beggary."

"*it is as proper to our age*
To cast beyond ourselves in our opinions,
As it is common for the younger sort
To lack discretion."

JUNIOR CLASS.

Physics.

1. (*a*) Explain centripetal and centrifugal forces. (4)
   (*b*) Define Momentum. (4)
2. (*a*) Illustrate the tendency of matter to a crystalline structure. (6)
   (*b*) How does gravitation differ from adhesion and cohesion. (4)
3. (*a*) Mention the simple mechanical powers, and write the laws of equilibrium, for power and weight, in each. (6)
   (*b*) Describe fully the hydrostatic press as a mechanical power. (6)
4. (*a*) What is the difference between noise and music? (3)
   (*b*) Give the three laws of the vibration of cords. (3)
   (*c*) How is the sound produced in wind instruments? (3)
5. (*a*) Describe the formation of images in the three classes of mirrors. (5)
   (*b*) Upon what does the boiling point of liquids depend? (4)
   (*c*) What are the essentials of a Leyden jar? (3)

JUNIOR CLASS.

Chemistry.

1. (*a*) State four principles of the atomic theory. (6)
   (*b*) Explain the terminations ide, ite, ate, uret, ic, ous. (4)
2. (*a*) What are the distinguishing characteristics of O, N, H, C, and Cl? (5)
   (*b*) Write a reaction or formula for the obtaining of hydrogen. (5)
3. (*a*) How may CO_2 be solidified? What principle in philosophy is strikingly illustrated by its solidification? (5)
   (*b*) Why is slate found between the layers of coal in the earth? (5)
4. (*a*) What gases compose the ordinary illuminating gas? (3)
   (*b*) Why is Cy called a compound radical? (2)
5. (*a*) Explain what is meant by the oxidizing and reducing power of the blow-pipe flame. (5)
   (*b*) Write what you can of silicon and its compounds. (10)

SCIENTIFIC CLASS.

Algebra.

1. Find the times, between noon and midnight, when the minute and hour hands will be together.
2. (*a*) $\sqrt{x-x^{-1}}-\sqrt{1-x^{-1}}=(x-1)x^{-1}$. (5)

   (*b*) $$\frac{x-\sqrt{x^2-a^2}}{(x+\sqrt{x^2-a^2})^{\frac{1}{2}}}=\frac{(x^2+ax)^{\frac{1}{2}}-(x^2-a^2)^{\frac{1}{2}}}{(x^2-a^2)^{-\frac{1}{4}}}.$$ (5)

3. (*a*) If y varies as $\frac{x^2}{a+x}$, and if when $x=\frac{b^2}{a}$, $y=\frac{a^2}{a^2+b^2}$, find the equations between x and y. (5)

   (*b*) Which is the greater ratio $1+x:1-x$ or $1+x^2:1-x^2$, x being less than 1, but positive? (5)
4. The arithmetic mean between two numbers exceeds the geometric by 2, and the geometric mean exceeds the harmonic by $1\frac{13}{17}$; find the numbers. (10)
5. (*a*) Expand $\frac{1}{\sqrt{1-x}}$ to 5 terms. (5)

   (*b*) Three men, whose capacities for work are the numbers 3, 4, 5, can complete a piece of work in 60 days; in what time could they singly do the work? (5)

JUNIOR CLASS.

Geometry.

1. How many degrees in each interior angle of a regular decagon? State and prove the proposition which enables you to answer this question. (16)

2. What is the measure of the angle formed by two chords which cut each other between the centre and circumference? by two chords which meet at the circumference? by two secants which meet without the circumference? Draw the figure for each case, and prove the last one. (22)

3. The perimeter of a regular hexagon is 18 feet. Find
   (*a*) The area of the circumscribed circle.
   (*b*) The area of the square inscribed in this circle. (14)

4. Divide this line

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into three parts proportional to the numbers 2, 4, and 3, and prove the principle involved. (21)

5. Prove that the sum of the plane angles, which form a solid angle, is always less than four right angles. (17)

6. Prove that any triangular pyramid is the third part of a triangular prism having the same base and altitude. (19)

7. Given the radius and apothem of a regular polygon; compute the radius and apothem of the isoperimetric polygon of double the number of sides. (22)

8. Find the locus of all the points within an angle which are equally distant from its sides. (21)

SCIENTIFIC CLASS.

Trigonometry.

1. Draw figure, and explain circular measure; also write the formulas concerning the same. (5)

2. Required the length of an arc of 1° on a sphere whose radius is 3000 millimetres. (10)

3. (*a*) Given $\tan 241° = 1.8$; find $\sin 299°$. (5)

   (*b*) Given $\sin^2\theta = \frac{3}{2\sec\theta}$; find θ. (5)

4. Derive the formulas for the sin and cos of the sum and difference of two angles. (15)

5. (*a*) Prove $\sin A = \frac{2\tan\frac{1}{2}A}{1+\tan^2\frac{1}{2}A}$. (5)

   (*b*) Given $A = \sin^{-1}\frac{3}{5}$, $B = \sin^{-1}\frac{4}{5}$; Prove $A + B = 90°$. (5)

JUNIOR CLASS.

Vergil.

1. Give other names, with their significance, by which the following deities are known in the Æneid: Juno, Minerva, Venus, Apollo, Mercury. Narrate the circumstances under which Juno is introduced to us by the poet.

2. Translate—

   Nec prius absistit, quam septem ingentia *victor*.
   Corpora fundat *humi* et numerum cum navibus aequet.
   Vina bonus *quae* deinde cadis onerarat Acestes
   Litore Trinacrio dederatque abeuntibus heros.
   Dividit, et dictis maerentia pectora mulcet.
   "O socii,—neque enim ignari sumus ante *malorum*,—
   "O passi graviora, dabit deus his quoque finem.
   "Vos et Scyllaeam rabiem penitusque sonantes
   "Accestis scopulos, vos et Cyclopia saxa
   "Experti. Revocate animos, maestumque timorem
   "Mittite: forsan et haec olim meminisse juvabit.

3. Syntax of italicized words. Reason for the number of *vina*. Principal parts of *fundat*, *abeuntibus*, *passi*, *experti*, *juvabit*. Explain the subjunctives. Who is meant by *heros?* Comment upon *Scyllaeam rabiem; Cyclopia saxa.*

4. Translate—

Tum breviter Dido, *vultum* demissa, profatur:
"Solvite *corde* metum, Teucri, secludite curas.
"Quis genus Æneadum, quis Trojae nesciat urbem,
"Non obtusa adeo gestamus pectora Poeni,
"Nec tam aversus equos Tyria Sol jungit ab urbe.
"Vultis et his mecum pariter considere regnis:
"*Urbem* quam statuo, vestra est; subducite naves;
"Tros Tyriusque *mihi* nullo discrimine agetur."
* * * * * * *
Quis cladem illius noctis, quis funera fando
Explicet, aut possit lacrimis aequare labores?
* * * Nec soli poenas dant sanguine Teucri;
Quondam etiam *victis* redit in praecordia virtus.
Victoresque cadunt Danai.

5. Syntax of italicized words. Explain the fifth line. Explain the subjunctives. Synonyms of *fando*. Give the synopsis of *vultis* in the same person and number.

6. Derive *bipatentibus*, *letifer*, *agricola*, *excutimur*. Synonyms of *pauper*, *socius*, *janua*, *lapis*, with distinction of meaning. Explain from their derivation the following words: capricious, dexterity, missile, sequence, urbanity, oriental.

7. Translate—

Hic incredibilis rerum fama occupat aures,
Priamiden Helenum Graias regnare per urbes,
Conjugio Æacidae Pyrrhi sceptrisque *potitum*,
Et patrio Andromachen iterum cessisse marito.
Progredior *portu*, classes et litora linquens,
Solemnes quum forte dapes et tristia dona
Ante urbem in luco falsi Simoentis ad undam
Libabat cineri Andromache, Manesque vocabat
Hectoreum ad tumulum, viridi *quem* cespite inanem
Et geminas, causam *lacrimis*, sacraverat aras.

8. Syntax of italicized words. Parse the patronymics. Where did the incidents mentioned occur? Comment upon the proper names.

9. Give some account of the amusements of the Romans, of their customs at meals, and of their methods of education.

10. Scanning with application of rules.

JUNIOR CLASS.

(*Cicero.—Omitted.*)

Latin Prose.

1. There is no one but knows that he is the same as he has ever been.
2. He lived virtuously that he might die the more courageously.
3. Who does not know how delightful it is to be praised by the good.
4. It makes a great difference whether death be an eternal sleep or the beginning of another life.
5. Ought not the treaty between the cities of Rome and Lavinium to have been renewed?
6. Three hundred of us have come to this determination.
7. The books I bought (*emo*) at Rome I shall give to my son to read.
8. The boy strove diligently that no one might be ashamed of him.
9. We have to go to Rome in order that Caesar may be persuaded.
10. Let us not be ashamed to give money (*pecunia*) to this poor (*pauper*) man to buy bread (*panes*) with.

JUNIOR CLASS.

Greek.

1. Translate—

πρῶτος δὲ Κλέαρχος τοὺς αὐτοῦ στρατιώτας ἐβιάζετο ἰέναι· οἱ δὲ αὐτόν τε ἐβαλλον καὶ τὰ ὑποζύγια τὰ ἐκείνου, ἐπεὶ ἤρξατο προϊέναι. Κλέαρχος δὲ τότε μὲν μικρὸν ἐξέφυγε μὴ καταπετρωθῆναι, ὕστερον δ' ἐπεὶ ἔγνω ὅτι οὐ δυνήσεται βιάσασθαι, συνήγαγεν ἐκκλησίαν τῶν αὐτοῦ στρατιωτῶν. καὶ πρῶτον μὲν ἐδάκρυε πολὺν χρόνον ἐστώς· οἱ δὲ ὁρῶντες ἐθαύμαζον καὶ ἐσιώπων· εἶτα δὲ ἔλεξε τοιάδε. Ἄνδρες στρατιῶται, μὴ θαυμάζετε ὅτι χαλεπῶς φέρω τοῖς παροῦσι πράγμασιν. ἐμοὶ γὰρ ξένος Κῦρος ἐγένετο καὶ με φεύγοντα ἐκ τῆς πατρίδος τά τε ἄλλα ἐτίμησε καὶ μυρίους ἔδωκε δαρεικούς. (12)

2. Construction of αὐτοῦ, χρόνον, πράγμασιν, ἄλλα. Synopsis of ἔδωκε, βιάσασθαι, and ἰέναι in their respective tenses. Decline ἄνδρες and ἐμοί. Explain the participle φεύγοντα. What use of the imperfect in ἐβιάζετο? Explain the probable derivation of δαρεικούς. (8)

3. Translate—

ταύτῃ δὲ τῇ γνώμῃ ἔφη καὶ τοὺς ἄλλους προσθέσθαι. μετὰ ταῦτα κελεύοντος Κύρου ἔλαβον τῆς ζώνης τὸν Ὀρόνταν ἐπὶ θανάτῳ ἅπαντες ἀναστάντες καὶ οἱ συγγενεῖς· εἶτα δὲ ἐξῆγον αὐτὸν οἷς προσετάχθη. ἐπεὶ δὲ εἶδον αὐτὸν οἷπερ πρόσθεν προσεκύνουν, καὶ τότε προσεκύνησαν, καίπερ εἰδότες ὅτι ἐπὶ θάνατον ἄγοιτο. ἐπεὶ δὲ εἰς τὴν Ἀρταπάτου σκηνὴν εἰσήχθη τοῦ πιστοτάτου τῶν Κύρου σκηπτούχων, μετὰ ταῦτα οὔτε ζῶντα Ὀρόνταν οὔτε τεθνηκότα οὐδεὶς εἶδε πώποτε οὐδὲ ὅπως ἀπέθανεν οὐδεὶς εἰδὼς ἔλεγεν· εἴκαζον δὲ ἄλλοι ἄλλως· τάφος δὲ οὐδεὶς πώποτε αὐτοῦ ἐφάνη. (12)

4. Construction of γνώμῃ, ζώνης, σκηπτούχων, οἷς. Decline τεθνηκότα in the singular. Write the synopsis of ἐφάνη and προσθέσθαι in their respective tenses. Explain the participles κελεύοντος, εἰδότες, τεθνηκότα. Distinguish between προσεκύνουν and προσεκύνησαν. Explain the optative ἄγοιτο. (8)

5. Translate—

Κλέαρχος δὲ πρὸς ταῦτα εἶπεν, Ἀλλὰ ταῦτα μὲν δὴ σὺ λέγεις· παρ' ἡμῶν δὲ ἀπάγγελλε τάδε, ὅτι ἡμεῖς οἰόμεθα, εἰ μὲν δέοι βασιλεῖ φίλους εἶναι, πλείονος ἂν ἄξιοι εἶναι φίλοι ἔχοντες τά ὅπλα ἢ παραδόντες ἄλλῳ, εἰ δὲ δέοι πολεμεῖν, ἀμείνον ἂν πολεμεῖν ἔχοντες τὰ ὅπλα ἢ ἄλλῳ παραδόντες. ὁ δὲ Φαλῖνος εἶπε, Ταῦτα μὲν δὴ ἀπαγγελοῦμεν· ἄλλα καὶ τάδε ὑμῖν εἰπεῖν ἐκέλευσε βασιλεὺς ὅτι μένουσι μὲν αὐτοῦ σπονδαὶ εἴησαν, προϊοῦσι δὲ καὶ ἀπιοῦσι πόλεμος. εἴπατε οὖν καὶ περὶ τούτου πότερα μενεῖτε καὶ σπονδαί εἰσιν ἢ ὡς πολέμου ὄντος παρ' ὑμῶν ἀπαγγελῶ. (12)

6. Construction of βασιλεῖ, πολέμου, πλείονος. Synopsis of μενεῖτε and ἐκέλευσε in their respective tenses. Decline πλείονος. Analyze ἀπαγγελοῦμεν. Principal parts of παραδόντες. Explain the optative εἴησαν. Change ἔχοντες into the proper form of the conditional sentence. (8)

7. Translate—

ἔδοξεν οὖν τῷ Κλεάρχῳ συγγενέσθαι τῷ Τισσαφέρνει, εἴ πως δύναιτο παῦσαι τὰς ὑποψίας πρὶν ἐξ αὐτῶν πόλεμον γενέσθαι· καὶ ἐπεμψέ τινα ἐροῦντα ὅτι συγγενέσθαι αὐτῷ χρήζοι. ὁ δὲ ἑτοίμως ἐκέλευεν ἥκειν. ἐπειδὴ δὲ συνῆλθον, λέγει ὁ Κλέαρχος τάδε. Ἐγώ, ὦ Τισσαφέρνη, οἶδα μὲν ἡμῖν ὅρκους γεγενημένους καὶ δεξιὰς δεδομένας μὴ ἀδικήσειν ἀλλήλους· φυλαττόμενον δὲ σέ τε ὁρῶ ὡς πολεμίους ἡμᾶς καὶ ἡμεῖς ὁρῶντες ταῦτα ἀντιφυλαττόμεθα. ἐπεὶ δὲ σκοπῶν οὐ δύναμαι οὔτε σὲ αἰσθέσθαι πειρώμενον ἡμᾶς κακῶς ποιεῖν ἐγώ τε σαφῶς οἶδα ὅτι ἡμεῖς γε οὐδ' ἐπινοοῦμεν τοιοῦτον οὐδέν, ἔδοξέ μοι εἰς λόγους σοι ἐλθεῖν, ὅπως εἰ δυναίμεθα ἐξέλοιμεν ἀλλήλων τὴν ἀπιστίαν. (12)

8. Construction of Τισσαφέρνει and ἀλλήλων. Describe the participles ἐροῦντα, γεγενημένους, ὁρῶντες, πειρώμενον. Decline Τισσαφέρνει. Analyze δεδομένας and συνῆλθον. Explain the optatives ἐξέλοιμεν and χρήζοι. From what country did Klearchus come and what was his character? (8)

9. Translate into Greek—

(*a*) But Cyrus gave the general pay for six months.
(*b*) He announces that they are fleeing at full speed.
(*c*) Cyrus had another pretext.
(*d*) The hoplites descended into the plain and armed themselves.
(*e*) We must obey this general.
(*f*) I fear that the bridges will be destroyed.
(*g*) They were fighting with those who had been drawn up before the king.
(*h*) They crossed the river in order to attack the camp of the barbarians.
(*i*) If the soldiers see you discouraged, all will be cowardly.
(*j*) If you had not come, we should now be marching against the king. (20)

SENIOR CLASS.

(*Astronomy.—Omitted.*)

SENIOR CLASS.

(*Geology.—Omitted.*)

SENIOR CLASS.

(*Vergil.—Omitted.*)

Latin Prose.

1. Might you not have brought a charge of immorality against Caius?
2. There is no doubt that he told many falsehoods about his age that he might appear younger.
3. There is no man that does not know that Caesar is watching over the state.
4. But a little more and the mother would have been bereaved of her children.
5. Religion will make us obey the laws of virtue.
6. The soldier, being asked whether he was willing to fight, promised that he would not be wanting either to the time or opportunity.
7. The more virtuously anyone lives, the less he will injure (*noceo*) others.
8. Having noticed (*animadverto*) this, he sent the third line as a relief (*subsidium*) to our men, who were in difficulty (*laboro*).
9. Cicero was too merciful (*clemens*) to punish his enemies.
10. I shall leave Athens on the first of September, and hope, if God wills, to be in Rome on the twenty-second of October. (20)

SENIOR CLASS.

Greek.

1. Translate—

οἱ δὲ οὐ δόντες ἐν δείματι μεγάλῳ κατέστασαν, ἅτε οὔτε νεῶν ἐουσέων ἐν τῇ Ἑλλάδι ἀριθμὸν ἀξιομάχων δέκεσθαι τὸν ἐπιόντα, οὔτε βουλόμενων τῶν πολλῶν ἀντάπτεσθαι τοῦ πολέμου, μηδιζόντων δὲ προθύμως . . . . εἰ Ἀθηναῖοι κατταρρωδήσαντες τὸν ἐπιόντα κίνδυνον ἐξέλιπον τὴν σφετέρην, ... κατὰ τὴν θάλασσαν οὐδαμοὶ ἂν ἐπειρῶντο ἀντιεύμενοι βασιλέϊ, εἰ τοίνυν κατὰ τὴν θάλασσαν μηδεὶς ἠντιοῦτο Ξέρξῃ, κατά γε ἂν τὴν ἤπειρον τοιάδε ἐγίνετο· εἰ καὶ πολλοὶ τειχέων κιθῶνες ἦσαν ἐληλαμένοι διὰ τοῦ Ἰσθμοῦ Πελοποννησίοισι, προδοθέντες ἂν Λακεδαιμόνιοι ὑπὸ τῶν συμμάχων οὐκ ἐκόντων, ἀλλ' ὑπ' ἀναγκαίης, κατὰ πόλις ἁλισκομένων ὑπὸ τοῦ ναυτικοῦ στρατοῦ τοῦ βαρβάρου, ἐμουνώθησαν, μουνωθέντες δὲ ἂν καὶ ἀποδεξάμενοι ἔργα μεγάλα ἀπέθανον γενναίως. (12)

2. Construction of *πολέμου*, *Ξέρξῃ*, *ἀριθμὸν*, *Πελοποννησίοισι*. Principal parts of *ἁλισκομένων*, *ἐξέλιπν*, *προδοθέντες*. Explain the participles *ἀντιεύμενοι*, *προδοθέντες*, *ἐπιόντα*. Describe the conditional sentences in the passage. Write the peculiarly Ionic forms with the Attic equivalents. What word is understood with *σφετέρην*? Inflect *ἐπειρῶντο*. Explain *ἂν* in line 7. (10)

3. Translate—

ἡ γὰρ εἰωθυῖά μοι μαντικὴ, ἡ τοῦ δαιμονίου, ἐν μὲν τῷ προσθεν χρόνῳ παντὶ τάνυ πυκνὴ ἀεὶ ἦν, καὶ πάνυ ἐπὶ σμικροῖς ἐναντιουμένη, εἴ τι μέλλοίμι μὴ ὀρθῶς πράξειν· νυνὶ δὲ ξυμβέβηκέ μοι . . . . . ταντὶ ἄγε δὴ οἰηθείη ἂν τις καὶ νομίζεται ἔσχατα κακῶν εἶναι. ἐμοὶ δὲ οὔτε ἐξιόντι ἔωθεν οἴκοθεν ἠναντιώθη τὸ τοῦ θεοῦ σημεῖον, οὔτε ἡνίκα ἀνέβαινον ἐνταυθοῖ ἐπὶ τὸ δικαστήριον, οὔτ' ἐν τῷ λόγῳ οὐ δαμοῦ μέλλοντί τι ἐρεῖν· καίτοι ἐν ἄλλοις, λόγοις πολλαχοῦ δή με ἐπέσχε λεγοντα μεταξύ νυνὶ δὲ οὐδαμοῦ περὶ ταύτην τὴν πρᾶξιν οὔτ' ἐν ἔργῳ οὐδενὶ οὔτ' ἐν λόγῳ ἠναντίωταί μοι. (12)

4. Construction of *πυκνὴ, ἐμοὶ, κακῶν.* Principal parts of *ἐρεῖν* and *ἐπέσχε.* Analyze *οἰηθείη, ἐξιόντι, ἠναντίωται.* Derivation of *μαντικὴ, δικαστήριοι, πράξειν,* with the meaning of the terminations. Explain the optative in *οἰηθείη.* Write a brief account of the trial and death of Socrates, stating the year in which it occurred. Give the different ways for expressing purpose in Greek. (6)

5. Translate—

Ἄλλοι μέν ῥ ἔζοντο, ἐρήτυθεν δὲ καθ' ἕδρας·
Θερσίτης δ' ἔτι μοῦνος ἀμετροεπὴς ἐκολώα,
ὃς ῥ ἔπεα φρεσὶν ᾖσιν ἀκοσμά τε πολλά τε ἦδη,
μαψ, ἀτὰρ οὐ κατὰ κόσμον, ἐριζέμεναι βασιλεῦσιν,
ἀλλ' ὅτι οἱ εἴσαιτο γελοῖον Ἀργείοισιν
ἔμμεναι. αἰσχιστος δὲ ἀνὴρ ὑπὸ Ἴλιον ἦλθεν·
φολκὸς ἦην, χωλὸς δ' ἕτερον πόδα· τὼ δὲ οἱ ὦμω
κυρτὼ, ἐπὶ στῆθος συνοχωκότε· αὐτὰρ ὑπερθεν
φοξὸς ἦην κεφαλὴν, ψεδνὴ δ' ἐπενήνοθε λάχνη. (12)

6. Construction of *βασιλεῦσιν, οἱ, πόδα.* Analyze *ἦλθεν* and *συνοχωκότε.* Derivation of *ἀμετροεπὴς* and *ἄκοσμα.* Compare *αἰσχιστος.* Point out the Epic forms and give the Attic equivalents in this passage. (5)

7. Translate—

Ἦ, καὶ ἐπαΐξας κόρυθος λάβεν ἱπποδασείης,
ἕλκε δ' ἐπιστρέψας μετ' ἐϋκνήμιδας Ἀχαιούς·
ἄγχε δέ μιν πολύκεστος ἱμὰς ἁπαλὴν ὑπὸ δειρὴν
ὃς οἱ ὑπ' ἀνθερεῶνος ὀχεὺς τέτατο τρυφαλείης
καὶ νύ κεν εἰρυσσέν τε καὶ ἄσπετον ἤρατο κῦδος
εἰ μὴ ἄρ' ὀξὺ νόησε Διὸς θυγάτηρ Ἀφροδίτη,
ἣ οἱ ῥῆξεν ἱμάντα βοὸς ἰφι κταμένοιο·
κεινὴ δὲ τρυφάλεια ἅμ' ἕσπετο χειρὶ παχείῃ
τὴν μὲν ἔπειθ' ἥρως μετ' ἐϋκνήμιδας Ἀχαιοὺς
ῥῖψ' ἐπιδινήσας, κόμισαν δ' ἑῖρῆρες ἑταῖροι. (12)

8. Mark off into feet the fourth, fifth and sixth lines. Principal parts of *τέτατο* and *ῥῖψ'.* Construction of *κόρυθος, μιν,* and *οἱ.* Who are meant by *μιν* and *ἥρως?* Write the Attic equivalents for *ἕλκε* and *κεινὴ.* State in their order the details of a sacrifice as described by Homer. (5)

Translate into Greek—

1. But another army was secretly collected for him in the following manner.
2. On this account let him pay nothing either to me or to any body else.
3. Mankind ought to desire (*ἐπιθυμέω*) virtue.
4. And whenever it was necessary to cross a bridge each company hastened.
5. We waited each time (*εκαστοτε*) until the prison was opened.
6. Thereupon he accordingly answered that they would die sooner than give up their arms.
7. But why then, when it was possible for us to slay you, did we not proceed to do it?
8. He accordingly asked who those were who always did whatever took place in battle.
9. If the soldiers see that the enemy are advancing, they will not flee.

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10. Change the verbs in the last sentence so as to make examples of the other forms of the conditional sentence in Greek. (30)

SENIOR CLASS.

(*German.—Omitted.*)

SENIOR REVIEW.

(*German.—Omitted.*)

DRAWING LESSONS.

TIME TABLE FOR DRAWING INSTRUCTOR, 1879–80.

Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

FORENOONS.

MONDAY.

Washington School.

September, 6, 13	February, 7, 14
October, 5, 12	March, 7, 14
November, 1, 8, 29	April, 4, 11
December, 6, —	May, 9, 16
January, 10, 17	June, 6, 13

Skinner School.

September, 20, 27	February, 21, 28
October, 19, 26	March, 21, 28
November, 15, 22	April, 18, 25
December, 13, 20	May, 23, —
January, 24, 31	June, 20, 27

TUESDAY.

High School.

September, 7, 14	February, 1, 8
October, 5, 12	March, 1, 8, 15
November, 2, 9, 16	April, 5, 12
December, 7, 14	May, 10, 17
January, 4, 11	June, 7, 14

High School.

September, 21, 28	February, 15, 22
October, 19, 26	March, 22, 29
November, 23, 30	April, 19, 26
December, 21, —	May, 24, 31
January, 18, 25	June, 21, 28

WEDNESDAY.

Woolsey School and Lloyd.

September, 8, 15	February, 2, 9
October, 6, 13	March, 2, 9
November, 3, 10	April, 6, 13
December, 1, 8	May, 11, 18
January, 5, 12	June, 1, 8

Wooster School.

September, 22, 29	February, 16, 23
October, 20, 27	March, 23, 30
November, 17, 24	April, 20, 27
December, 15, 22	May, —, 25
January, 19, 26	June, 15, 22, 29

THURSDAY.

Hamilton, Eaton, Primary.

September, 9, 16	February, 3, 10
October, 7, 14	March, 3, 10, 31
November, 4, 11	April, —, 7
December, 2, 9	May, 12, 19
January, 6, 13	June, 9, 16

Webster School.

September, 23, 30	February, 17, 24
October, 21, 28	March, 17, 24
November, 18, —	April, 14, 21
December, 16, 23	May, 26, —
January, 20, 27	June, 2, 23, 30

FRIDAY.

Dwight School.

September, 3, 10	February, 4, 11
October, 1, 8	March, 4, 11
November, 5, 12	April, 1, 8
December, 3, 10	May, 13, —
January, 7, 14	June, 3, 10

Eaton School.

September, 17, 24	February, 18, 25
October, 15, 29	March, 18, 25
November, 19, —	April, 22, —
December, 17, 24	May, 20, 27
January, 21, 28	June, 17, 24

AFTERNOONS.

MONDAY.

Dixwell, Edwards, Humphrey.

September, 6, 13	February, 7, 14
October, 5, 12	March, 7, 14
November, 1, 8, 29	April, 4, 11
December, 6, —	May, 9, 16
January, 10, 17	June, 6, 13

Grand, Division.

September, 20, 27	February, 21, 28
October, 19, 26	March, 21, 28
November, 15, 22	April, 18, 25
December, 13, 20	May, 23, —
January, 2, 4, 31	June, 20, 27

TUESDAY.

High School.

September, 7, 14	February, 1, 8
October, 5, 12	March, 1, 8, 15
November, 2, 9, 16	April, 5, 12
December, 7, 14	May, 10, 17
January, 4, 11	June, 7, 14

High School.

September, 2, 28	February, 15, 22
October, 19, 26	March, 22, 29
November, 23, 30	April, 19, 26
December, 21, —	May, 24, 31
January, 18, 25	June, 21, 28

WEDNESDAY.

High School.

September, 8, 15	February, 2, 9
October, 6, 13	March, 2, 9
November, 3, 10	April, 6, 13
December, 1, 8	May, 11, 18
January, 5, 12	June, 1, 8

High School.

September, 22, 29	February, 16, 23
October, 20, 27	March, 23, 30
November, 17, 24	April, 20, 27
December, 15, 22	May, —, 25
January, 19, 26	June, 15, 22, 29

THURSDAY.

West, Hallock, Davenport Av., Oak.

September, 9, 16	February, 3, 10
October, 7, 14	March, 3, 10, 31
November, 4, 11	April, —, 7
December, 2, 9	May, 12, 19
January, 6, 13	June, 9, 16

Greenwich, Carlisle, St. Francis, Elm.

September, 23, 30	February, 17, 24
October, 21, 28	March, 17, 24
November, 18, —	April, 14, 21
December, 16, 23	May, 26, —
January, 20, 27	June, 23, 30

FRIDAY.

Cedar St., German-English.

September, 3, 10	February, 4, 11
October, 1, 8, —	March, 4, 11, —
November, —, 5, 12	April, 1, 8
December, 3, 10, —	May, 13, —
January, 7, 14	June, 3, 10

Fair St., German-English.

September, 17, 24	February, 18, 25
October, 15, 29	March, 18, 25, —
November, 19, —	April, 22, —
December, 17, 24	May, 20, 27
January, 21, 28, —	June, 17, 24

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1880–81.

MONDAYS.

A. M. Wooster School.
P. M. High School & St. Francis O. A.

September, 6, 20	February, 14, 28
October, 4, 18	March, 14, 28
Novemb., 1, 15, 29	April, 11
December, 13	May, 16
January, 3, 17, 31	June, 6, 20

ALTERNATE MONDAYS.

A. M. Hamilton St. School.
P. M. High School & Elm St. Orp. A.

September, 13, 27	February, 7, 21
October, 11, 25	March, 7, 21
November, 8, 22	April, 4, 18
December, 6, 20	May, 9, 23
January, 10, 24	June, 13, 27

TUESDAYS.

A. M. Webster School.
P. M. Edwards & Humphrey St. Schools

September, 7, 21	February, 8, 22
October, 12, 26	March, 8, 22
November, 9, 23	April, 5, 19
December, 7, 21	May, 10, 24
January, 11, 25	June, 7, 21

ALTERNATE TUESDAYS.

A. M. Carlyle & Cedar St. Schools.
P. M. Lloyd St. & Grand St. Schools.

September, 14, 28	February, 1, 15
October, 5, 19	March, 1, 15, 29
Novemb., 2, 16, 30	April, 12
December, 14	May, 17, 31
January, 4, 18	June, 14, 28

WEDNESDAYS.

A. M. Washington School.
P. M. German-Eng. & Fair St. Schools.

September, 8, 22	February, 2, 16
October, 6, 20	March, 2, 16, 30
November, 3, 17	April, 13
December, 1, 15	May, 18
January, 5, 19	June, 1, 15, 29

ALTERNATE WEDNESDAYS.

A. M. Eaton School.
P. M. Davenport Av. & Oak St. Schools.

September, 15, 29	February, 9, 23
October, 13, 27	March, 9, 23
November, 10, 24	April, 6, 20
December, 8, 22	May, 11, 25
January, 12, 26	June, 8, 22

THURSDAYS.

A. M. Dwight School.
P. M. High School.

September, 9, 23	February, 3, 17
October, 7, 21	March, 3, 17, 31
November, 4, 18	April, 14
December, 2, 16	May, 19
January, 6, 20	June, 2, 16

ALTERNATE THURSDAYS.

A. M. Skinner School.
P. M. High School.

September, 16, 30	February, 10, 24
October, 14, 28	March, 10, 24
November, 11, 25	April, 7, 21
December, 9, 23	May, 12, 26
January, 13, 27	June, 9, 23

FRIDAYS.

A. M. Woolsey School.
P. M. Dixwell Avenue School.

September, 10, 24	February, 4, 18
October, 8, 29	March, 4, 18
November, 12	April, 1, 22
December, 3, 17	May, 20
January, 7, 21	June, 3, 17

ALTERNATE FRIDAYS.

A. M. Hallock, West & Greenwich Av.
P. M. Division Street School.

September, 3, 17	February, 11, 25
October, 1, 15	March, 11, 25
November, 5, 19	April, 8
December, 10, 24	May, 13, 27
January, 14, 28	June, 10, 24

Yearly Examination in Music, March 28 to April 8 inclusive.

EXPLANATORY.

As far as possible each school will receive 20 visits from the Vocal Instructor during the year.

At each visit the rooms are marked for *tone*, *time*, *theory*, *sight-singing*, and *deportment*.

Perfect recitations receive 2 credits for each point, making 10 in all, or a possible 200 for the year.

TABLES ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT, 1879–80.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
HILLHOUSE HIGH SCHOOL.	7	91	87	86.5	84.5	.977	- --	749	36	261	103	81	----	----	17.8	----	3
	6	48	58	35.0	33.6	.960	----	562	5	198	227	120	----	----	16.4	4	----
	5	48	36	37.9	37.0	.976	----	346	14	318	218	181	----	----	16.8	20	4
	4	48	83	44.6	43.5	.975	----	439	14	225	194	140	----	----	15.6	----	4
	3	48	80	30.8	29.6	.961	----	457	9	187	257	123	2	6	15.8	----	1
	2	48	85	42.1	41.1	.976	----	373	7	209	277	159	----	----	15.3	----	3
	1	48	83	29.3	28.6	.976	----	268	14	325	238	221	2	4	15.8	2	3
TOTALS,	7	379	512	306.2	297.9	.973	----	3194	99	1723	1514	1025	4	10	16.1	26	18

WEBSTER DISTRICT.

WEBSTER SCHOOL.																	
Maggie W. Mason,	12	63	65	56.1	53.8	.959	----	928	13	161	139	59	----	----	14.7	----	16
Mary Woods,	11	49	59	46.7	44.6	.955	----	841	11	208	120	58	3	13	13.9	60	----
Clara A. Hurlbut,	10	49	57	46.2	44.3	.958	1	769	19	139	171	67	2	4	13.3	- --	1
Julia A. Malcolm,	9	49	54	46.9	44.6	.951	2	928	27	115	162	56	4	9	12.6	----	3
Anna R. Hubbell,	8	49	62	48.6	45.9	.944	----	1092	36	97	105	30	----	----	12.0	12	----
Eva L. Griffing,	7	49	62	47.3	44.8	.946	1	1019	29	131	95	39	2	2	11.8	6	4
Ada T. Somers,	6	49	62	49.1	45.7	.931	----	1354	20	140	62	35	----	----	11.1	----	5
Nettie L. Leonard,	5	49	64	48.2	44.7	.927	----	1398	32	98	40	20	----	----	10.7	16	2
Eliza A. Benham,	4	49	71	48.3	44.9	.929	1	1335	47	80	65	27	4	6	9.5	----	1
Minnie E. Somers,	3	49	71	47.8	44.1	.923	1	1461	48	81	87	26	2	8	9.3	80	3
Ruth Gorham,	2	50	71	48.4	44.2	.913	2	1660	38	65	64	19	2	2	7.5	4	3
Fannie E. Graves,	1	49	87	43.9	40.1	.911	----	1482	50	65	103	21	----	----	6.6	----	----
TOTALS,	12	603	785	577.5	541.7	.938	8	14267	370	1380	1213	457	19	44	11.0	178	38

WEBSTER DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
OAK STREET SCHOOL.																	
Louise G. Woolcott,	4	50	54	43.0	40.8	.950	----	857	23	113	146	51	5	8	10.8	----	----
Jennie M. Norman,	3	52	65	45.4	42.6	.938	----	1131	40	120	88	36	2	2	9.2	2	6
Laura E. Lampson,	2	50	64	46.9	43.7	.932	----	1267	53	114	73	33	----	----	8.1	10	6
Mary J. Alden,	1	56	84	48.9	45.1	.922	----	1516	42	95	73	31	----	----	6.6	----	11
TOTALS,	4	208	267	184.2	172.2	.935	----	4771	158	442	380	151	7	10	8.7	12	23
DAVENPORT AV. SCH'L.																	
Lizzie M. Healy,	4	51	44	37.9	35.8	.944	---	832	3	141	195	86	2	2	10.2	----	----
Marie A. Mallahan,	3	51	57	40.8	38.2	.940	----	1062	9	120	117	39	----	----	8.8	----	----
Augusta E. Siebke,	2	51	66	44.0	41.0	.932	----	1208	2	100	107	40	----	----	7.7	----	----
Emma F. Weld,	1	50	77	42.6	38.8	.910	----	1514	30	114	38	20	1	1	6.7	----	3
TOTALS,	4	203	244	165.3	153.8	.930	----	4616	44	475	457	185	3	3	8.3	----	3
WHITING ST. UNGRA'D.	1	55	113	32.3	30.9	.957	1	567	263	91	----	91	36	48	12.0	----	----

EATON DISTRICT.

EATON SCHOOL.																	
Effie E. Stevens,	12	50	39	36.3	34.4	.947	----	756	40	209	108	72	----	----	14.5	1	5
Gussie Crane,	11	50	51	39.7	37.6	.947	----	824	31	212	116	74	----	----	13.4	----	2
Eunice K. Armstead,	10	51	52	44.2	42.0	.950	1	915	26	148	124	48	7	11	12.8	1	9
Julia A. Bidwell,	9	50	60	47.5	45.2	.952	1	898	29	167	117	65	1	1	12.4	----	----
Mary J. Bronson,	8a	50	50	44.7	42.0	.940	----	1056	27	79	91	33	1	10	11.5	----	1
Heppie E. Goodrich,	8	52	58	49.1	46.4	.945	1	1062	46	111	103	49	1	1	11.1	4	1
Jessie F. Crane,	7a	50	64	47.9	46.0	.960	7	764	24	135	161	76	----	----	10.11	4	1
Mary C. Durrie,	7	50	67	48.3	45.6	.944	----	1102	54	133	56	26	----	----	10.7	----	10
Ida L. Henry,	6	57	66	51.9	49.6	.956	1	933	21	167	103	44	----	----	10.1	1	----
Mary F. Frisbie,	5	50	54	44.9	41.8	.931	1	1231	28	111	83	42	2	2	9.5	1	1
Maggie P. Moffatt,	4a	50	52	41.6	40.2	.966	2	568	38	181	238	124	3	5	8.9	10	----
Anna E. Pigott,	4	50	45	43.2	41.9	.969	----	534	17	198	228	131	3	4	8.4	4	----
Joanna M. Flanagan,	3a	50	55	44.9	42.5	.947	1	958	25	165	77	40	5	9	8.8	----	----
Mary F. Leary,	3	50	55	46.7	44.1	.944	----	1054	29	114	120	43	1	1	7.7	----	2
Flora A. Loper,	2	50	60	47.4	43.8	.924	----	1442	79	96	34	9	----	----	6.11	----	----
Mary J. Hayes,	1	50	119	47.5	43.7	.920	----	1520	80	68	91	26	----	----	6.0	2	----

WOOSTER DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
WOOSTER SCHOOL.																	
Emma S. Bernard,	12	44	47	40.8	39.4	.966	----	537	7	226	205	116	----	----	14.2	56	23
Emma L. Bishop,	11	51	56	44.3	42.6	.962	----	697	11	205	178	109	2	2	13.3	21	14
Jennie S. Burlock,	10	51	59	47.1	45.1	.957	1	821	53	106	138	18	4	7	12.6	----	2
E. Josie Cargill,	9	51	55	48.3	46.6	.965	6	653	56	165	195	92	3	5	11.11	4	2
Emma E. Burwell,	8	51	61	46.8	44.4	.949	3	959	62	108	112	28	10	18	11.7	----	----
Ella F. Healy,	7	53	60	51.5	49.1	.953	1	971	36	126	124	49	6	10	10.6	1	4
Almira W. Brooks,	6	51	65	50.6	48.6	.960	3	823	19	113	154	68	6	7	9.9	3	20
Mary C. Gorham,	5	51	60	49.5	47.2	.954	----	907	44	103	120	38	2	2	9.0	----	21
Blanche E. Parker,	4	51	72	47.8	45.6	.954	1	894	44	185	100	55	4	7	8.2	23	24
Minnie T. Bird,	3	50	62	47.1	44.7	.949	3	939	56	110	195	66	10	17	7.3	----	19
Hattie T. Bushnell,	2	51	66	42.9	40.4	.941	----	1003	51	96	163	59	6	6	6.9	2	3
Harriet C. Miles,	1	51	103	42.4	40.2	.948	----	893	45	103	178	60	----	----	5.8	----	5
TOTALS,	12	606	766	559.1	533.9	.955	18	10097	484	1646	1862	758	53	81	10.1	110	137
HAMILTON ST. SCHOOL.																	
Rita Shea,	12	44	48	43.1	42.2	.979	----	364	37	319	219	190	----	----	13.4	----	4
Cornelia Clinton,	11	44	53	42.4	41.3	.974	3	464	31	273	225	174	4	6	12.5	14	2
Celestine Wall,	10	44	50	41.7	40.7	.976	----	397	51	278	171	160	----	----	12.2	----	1
Sylveria Flynn,	9	48	50	45.9	44.4	.967	1	598	15	203	207	142	1	5	11.0	----	----
Gertrude Roche,	8	51	55	48.8	47.6	.975	----	509	23	235	218	152	3	5	10.8	9	2
Germaine Whelan,	7	50	61	48.7	45.9	.942	1	1127	57	108	76	25	8	20	9.10	----	1
Patricia Carney,	6	50	53	48.8	47.3	.969	2	593	15	225	168	131	5	6	9.9	----	----
Maria Murray,	5	48	58	46.7	44.4	.951	1	911	26	165	110	55	5	7	8.9	4	1
Clementine Kenney,	4	51	64	48.7	46.6	.957	----	837	78	144	139	71	3	4	7.9	6	2
Ambrosia Coonan,	3	50	59	49.3	46.9	.951	----	982	57	200	121	79	4	11	7.4	----	1
Mary J. Fahy,	2	51	59	49.9	47.4	.949	----	998	49	135	133	92	----	----	6.9	----	1
Mary E. Hall,	1a	50	70	46.1	41.7	.904	2	1762	35	101	59	27	----	----	6.4	38	1
Cyril Welch,	1	50	93	49.0	46.4	.947	----	1067	43	171	106	88	----	----	5.11	----	1
TOTALS,	13	631	773	609.1	582.8	.956	10	10609	517	2557	1952	1386	33	64	9.5	71	17

4. Construction of *πυκνὴ, ἐμοὶ, κακῶν*. Principal parts of *ἐρεῖν* and *ἐπέσχε*. Analyze *οἰηθείη, ἐξιόντι, ἠναντίωται*. Derivation of *μαντικὴ, δικαστήριον, πράξιν*, with the meaning of the terminations. Explain the optative in *οἰηθείη*. Write a brief account of the trial and death of Socrates, stating the year in which it occurred. Give the different ways for expressing purpose in Greek. (8)

5. Translate—

Ἄλλοι μὲν ῥ ἔζοντο, ἐρήτυθεν δὲ καθ' ἕδρας·
Θερσίτης δ' ἔτι μοῦνος ἀμετροεπὴς ἐκολῴα,
ὃς ῥ ἔπεα φρεσὶν ᾖσιν ἄκοσμά τε πολλά τε ᾖδη,
μαψ, ἀτὰρ οὐ κατὰ κόσμον, ἐριζέμεναι βασιλεῦσιν,
ἀλλ' ὅτι οἱ εἴσαιτο γελοῖον Ἀργείοισιν
ἐμμεναι. ἀισχιστος δὲ ἀνὴρ ὑπὸ Ἴλιον ἦλθεν·
φολκὸς ἦην, χωλὸς δ' ἕτερον πόδα· τὼ δὲ οἱ ὤμω
κυρτὼ, ἐπὶ στῆθος συνοχωκότε· αὐτὰρ ὑπερθεν
φοξὸς ἦην κεφαλὴν, ψεδνὴ δ' ἐπενήνοθε λάχνη. (12)

6. Construction of *βασιλεῦσιν, οἱ, πόδα*. Analyze *ἦλθεν* and *συνοχωκότε*. Derivation of *ἀμετροεπὴς* and *ἄκοσμα*. Compare *αἴσχιστος*. Point out the Epic forms and give the Attic equivalents in this passage. (8)

7. Translate—

Ἦ, καὶ ἐπαΐξας κόρυθος λάβεν ἱπποδασείης,
ἔλκε δ' ἐπιστρέψας μετ' ἐϋκνήμιδας Ἀχαιούς·
ἄγχε δέ μιν πολύκεστος ἱμὰς ἀπαλὴν ὑπὸ δειρὴν
ὃς οἱ ὑπ' ἀνθερεῶνος ὀχεὺς τέτατο τρυφαλείης
καὶ νύ κεν εἰρυσσέν τε καὶ ἄσπετον ἤρατο κῦδος
εἰ μὴ ἄρ' ὀξὺ νόησε Διὸς θυγάτηρ Ἀφροδίτη,
ἣ οἱ ῥῆξεν ἱμάντα βοὸς ἰφι κταμένοιο·
κεινὴ δὲ τρυφάλεια ἅμ' ἕσπετο χειρὶ παχείῃ
τὴν μὲν ἔπειθ' ἥρως μετ' ἐϋκνήμιδας Ἀχαιοὺς
ῥῖψ' ἐπιδινήσας, κόμισαν δ' ἑῖρῆρες ἑταῖροι. (12)

8. Mark off into feet the fourth, fifth and sixth lines. Principal parts of *τέτατο* and *ῥῖψ'*. Construction of *κόρυθος, μιν*, and *οἱ*. Who are meant by *μιν* and *ἥρως*? Write the Attic equivalents for *ἔλκε* and *κεινὴ*. State in their order the details of a sacrifice as described by Homer. (6)

Translate into Greek—

1. But another army was secretly collected for him in the following manner.
2. On this account let him pay nothing either to me or to any body else.
3. Mankind ought to desire (*ἐπιθυμέω*) virtue.
4. And whenever it was necessary to cross a bridge each company hastened.
5. We waited each time (*εκαστοτε*) until the prison was opened.
6. Thereupon he accordingly answered that they would die sooner than give up their arms.
7. But why then, when it was possible for us to slay you, did we not proceed to do it?
8. He accordingly asked who those were who always did whatever took place in battle.
9. If the soldiers see that the enemy are advancing, they will not flee.

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10. Change the verbs in the last sentence so as to make examples of the other forms of the conditional sentence in Greek. (20)

SENIOR CLASS.

(*German.—Omitted.*)

SENIOR REVIEW.

(*German.—Omitted.*)

DRAWING LESSONS.

TIME TABLE FOR DRAWING INSTRUCTOR, 1879–80.

Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

FORENOONS.

MONDAY.

Washington School.

September, 6, 13	February, 7, 14
October, 5, 12	March, 7, 14
November, 1, 8, 29	April, 4, 11
December, 6, —	May, 9, 16
January, 10, 17	June, 6, 13

Skinner School.

September, 20, 27	February, 21, 28
October, 19, 26	March, 21, 28
November, 15, 22	April, 18, 25
December, 13, 20	May, 23, —
January, 24, 31	June, 20, 27

TUESDAY.

High School.

September, 7, 14	February, 1, 8
October, 5, 12	March, 1, 8, 15
November, 2, 9, 16	April, 5, 12
December, 7, 14	May, 10, 17
January, 4, 11	June, 7, 14

High School.

September, 21, 28	February, 15, 22
October, 19, 26	March, 22, 29
November, 23, 30	April, 19, 26
December, 21, —	May, 24, 31
January, 18, 25	June, 21, 28

WEDNESDAY.

Woolsey School and Lloyd.

September, 8, 15	February, 2, 9
October, 6, 13	March, 2, 9
November, 3, 10	April, 6, 13
December, 1, 8	May, 11, 18
January, 5, 12	June, 1, 8

Wooster School.

September, 22, 29	February, 16, 23
October, 20, 27	March, 23, 30
November, 17, 24	April, 20, 27
December, 15, 22	May, —, 25
January, 19, 26	June, 15, 22, 29

THURSDAY.

Hamilton, Eaton, Primary.

September, 9, 16	February, 3, 10
October, 7, 14	March, 3, 10, 31
November, 4, 11	April, —, 7
December, 2, 9	May, 12, 19
January, 6, 13	June, 9, 16

Webster School.

September, 23, 30	February, 17, 24
October, 21, 28	March, 17, 24
November, 18, —	April, 14, 21
December, 16, 23	May, 26, —
January, 20, 27	June, 2, 23, 30

FRIDAY.

Dwight School.

September, 3, 10	February, 4, 11
October, 1, 8	March, 4, 11
November, 5, 12	April, 1, 8
December, 3, 10	May, 13, —
January, 7, 14	June, 3, 10

Eaton School.

September, 17, 24	February, 18, 25
October, 15, 29	March, 18, 25
November, 19, —	April, 22, —
December, 17, 24	May, 20, 27
January, 21, 28	June, 17, 24

AFTERNOONS.

MONDAY.

Dixwell, Edwards, Humphrey.

September, 6, 13	February, 7, 14
October, 5, 12	March, 7, 14
November, 1, 8, 29	April, 4, 11
December, 6, —	May, 9, 16
January, 10, 17	June, 6, 13

Grand, Division.

September, 20, 27	February, 21, 28
October, 19, 26	March, 21, 28
November, 15, 22	April, 18, 25
December, 13, 20	May, 23, —
January, 2, 4, 31	June, 20, 27

TUESDAY.

High School.

September, 7, 14	February, 1, 8
October, 5, 12	March, 1, 8, 15
November, 2, 9, 16	April, 5, 12
December, 7, 14	May, 10, 17
January, 4, 11	June, 7, 14

High School.

September, 2, 28	February, 15, 22
October, 19, 26	March, 22, 29
November, 23, 30	April, 19, 26
December, 21, —	May, 24, 31
January, 18, 25	June, 21, 28

WEDNESDAY.

High School.

September, 8, 15	February, 2, 9
October, 6, 13	March, 2, 9
November, 3, 10	April, 6, 13
December, 1, 8	May, 11, 18
January, 5, 12	June, 1, 8

High School.

September, 22, 29	February, 16, 23
October, 20, 27	March, 23, 30
November, 17, 24	April, 20, 27
December, 15, 22	May, —, 25
January, 19, 26	June, 15, 22, 29

THURSDAY.

West, Hallock, Davenport Av., Oak.

September, 9, 16	February, 3, 10
October, 7, 14	March, 3, 10, 31
November, 4, 11	April, —, 7
December, 2, 9	May, 12, 19
January, 6, 13	June, 9, 16

Greenwich, Carlisle, St. Francis, Elm.

September, 23, 30	February, 17, 24
October, 21, 28	March, 17, 24
November, 18, —	April, 14, 21
December, 16, 23	May, 26, —
January, 20, 27	June, 23, 30

FRIDAY.

Cedar St., German-English.

September, 3, 10	February, 4, 11
October, 1, 8, —	March, 4, 11, —
November, —, 5, 12	April, 1, 8
December, 3, 10, —	May, 13, —
January, 7, 14	June, 3, 10

Fair St., German-English.

September, 17, 24	February, 18, 25
October, 15, 29	March, 18, 25, —
November, 19, —	April, 22, —
December, 17, 24	May, 20, 27
January, 21, 28, —	June, 17, 24

SKINNER DISTRICT.

Table showing the Attendance, etc., in each Room of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. T. M.	Teachers. Ab.	Tardy.
SKINNER SCHOOL.																	
Sarah A. Tucker,	12	51	47	39.8	38.3	.962	----	593	12	255	146	98	----	----	14.8	----	2
Sarah A. Mallory,	11	51	49	45.5	43.8	.963	2	694	23	160	151	72	2	3	13.9	----	5
Ella J. Bronson,	10	51	48	44.9	42.8	.953	2	846	26	143	145	58	5	7	13.0	----	1
Ann E. Loper,	9	51	57	47.4	44.7	.943	2	1096	25	134	78	31	3	4	12.6	----	----
Ella L. Maguire,	8	51	54	48.4	45.7	.944	3	1078	41	97	102	27	8	20	12.3	----	----
F. Elsine Terrill,	7	51	54	46.6	44.0	.944	----	1061	36	102	90	37	5	5	11.6	----	8
Ida V. Huke,	6	51	69	46.9	44.3	.945	3	1045	33	171	120	68	4	6	11.0	2	5
Julia E. Peck,	5	51	65	48.6	46.5	.957	6	825	31	179	118	81	2	9	10.4	6	1
Emma S. Beach,	4	51	63	48.2	45.7	.948	----	1021	35	131	96	38	----	----	9.7	----	11
Lucy P. Bush,	3	51	69	48.2	45.4	.942	4	1114	67	122	96	36	5	6	8.8	----	2
Mary E. Weld,	2	51	68	45.3	42.6	.940	1	1082	37	92	109	46	1	2	7.9	----	5
Carrie M. Galpin,	1	51	110	46.2	42.7	.924	----	1384	72	69	125	20	----	----	6.3	1	1
TOTALS,	12	612	753	556.0	526.5	.947	23	11839	438	1655	1376	612	35	62	10.11	9	41
EDWARDS ST. SCHOOL.																	
Lily W. Sheridan,	4	56	57	50.2	47.2	.940	----	1212	27	67	95	18	2	4	10.4	1	1
Fannie E. Blakesley,	3	55	61	47.4	44.0	.941	3	1104	54	127	112	45	6	8	8.10	----	1
Ellen Killbride,	2	54	67	44.6	42.5	.953	----	834	46	169	135	63	1	1	7.6	----	1
S. Evelyn Manning,	1	56	95	43.5	39.7	.913	----	1559	20	97	85	32	----	----	6.0	----	1
TOTALS,	4	221	280	185.7	174.0	.937	3	4709	147	460	427	158	9	13	8.2	1	4
HUMPHREY ST. SCHOOL																	
----------	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Emily J. Farnsworth,	3	49	50	38.5	36.6	.951	----	759	22	175	106	70	----	----	8.6	----	2
Mary A. Judd,	2	52	67	39.2	36.5	.931	----	1088	73	63	137	29	2	2	7.9	4	1
Margaret M. Tucker,	1	50	95	42.9	40.4	.942	---	978	25	95	177	62	2	3	6.1	5	4
TOTALS,	3	151	212	120.6	113.5	.941	----	2825	120	333	420	161	4	5	7.5	9	7
ST. FRANCIS ORP. ASY.																	
Josepha Cullen,	3	60	53	40.5	39.6	.978	----	334	----	248	196	176	----	----	10.0	----	----
Edvina Fogarty,	2	60	67	45.1	44.0	.976	----	422	----	206	222	163	----	----	6.6	----	----
Everilda Quigley,	1	44	56	46.1	46.1	1000	----	------	----	354	----	354	----	----	7.0	----	----
TOTALS,	6	164	176	131.7	129.7	.984	----	756		808	418	693	----	----	7.10	----	----

WASHINGTON DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
WASHINGTON SCHOOL.																	
Emily E. Warner,	12	50	42	34.5	33.1	.961	----	508	5	----	----	120	1	4	14.5	9	26
Maria L. Bradley,	11	50	49	40.9	39.3	.961	----	668	24	----	----	91	----	----	14.1	30	7
Jennie E. Ford,	10	50	52	44.9	43.2	.962	----	691	15	----	----	100	----	----	13.3	13	7
Jennie R. Catlin,	9	52	54	46.3	44.8	.968	----	576	17	----	----	117	----	----	13.4	----	2
Mary E. Willoughby,	8	50	54	45.5	43.4	.954	2	850	19	----	----	52	5	10	12.7	22	4
Annie C. Norman,	7	50	53	46.3	44.1	.954	3	866	10	----	----	58	3	3	12.6	1	19
Catherine C. Jones,	6	50	55	44.3	41.6	.940	4	1061	34	----	----	38	4	7	12.0	----	1
Fannie A. Butler,	5	50	50	48.7	46.4	.953	----	939	31	----	----	18	----	----	11.11	1	2
Georgie S. Barber,	4	51	55	47.6	44.5	.935	2	1249	1	----	----	19	2	8	11.6	9	3
Anna F. Gillette,	3	50	54	48.6	45.7	.940	1	1171	47	----	----	25	3	7	11.4	----	12
Hattie R. Townsend,	2	50	59	48.1	44.8	.931	1	1285	50	----	----	25	2	2	11.0	86	4
Lillian M. Bedell,	1	50	53	48.3	46.0	.952	2	904	25	----	----	60	4	5	10.1	4	2
TOTALS,	12	603	630	544.0	516.9	.950	15	10768	278	----	----	723	24	46	12.4	175	89
WEST ST. SCHOOL.																	
Lucy A. F. Pinney,	4	50	57	45.8	44.7	.976	----	430	30	311	190	165	2	2	8.3	----	4
Hannah W. Chamberlin,	3	50	69	46.6	45.0	.965	----	639	59	203	191	114	3	3	7.6	84	4
Corney F. Allan,	2	50	55	40.3	39.5	.980	----	365	13	----	----	219	----	----	6.7	----	7
Eva J. Phelps,	1	50	87	42.4	41.1	.969	----	527	58	223	213	141	----	----	6.0	2	2
TOTALS,	4	200	268	175.1	170.3	.972	----	1961	160	737	594	639	5	5	7.1	86	17
CARLISLE ST. SCHOOL.																	
Martha B. May,	4	50	57	44.9	42.9	.955	----	817	37	143	141	57	1	2	8.3	----	1
Alice G. Ford,	3	50	59	45.5	43.4	.954	1	829	30	151	98	55	6	15	7.7	29	10
Katie R. Smith,	2	50	55	43.0	40.9	.951	----	852	52	----	----	64	5	10	6.10	2	4
M. L. Livingston,	1	50	98	39.8	38.1	.957	----	673	28	----	----	140	----	----	6.1	----	----
TOTALS,	4	200	269	173.2	165.3	.954	1	3171	147	294	239	316	12	27	7.2	31	15

WASHINGTON DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
GREENWICH AV. SCH.																	
Edith E. Johnson,	4	50	54	44.2	42.6	.964	2	626	24	----	----	152	3	7	10.3	----	----
Katie Smith,	3	50	60	43.5	41.5	.954	----	974	39	----	----	68	2	2	8.9	----	6
Kate Conlan,	2	50	58	42.4	40.0	.943	----	979	71	----	----	45	1	1	7.5	----	----
Anna M. Brennan,	1	50	86	40.4	37.8	.935	----	1044	63	----	----	61	1	1	6.1	16	----
TOTALS,	4	200	258	170.5	161.9	.949	2	3623	197	----	----	326	7	11	8.2	16	6
HALLOCK ST. SCHOOL.																	
	4	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Lizzie M. Catlin,	3	50	62	42.5	41.0	.965	2	611	18	----	----	120	2	4	9.9	2	1
Hattie M. Cummings,	2	50	54	45.7	43.7	.956	2	778	14	----	----	137	10	11	8.7	1	----
Hattie M. Price,	1	48	75	39.5	38.1	.965	2	553	21	----	----	124	3	3	8.2	----	----
TOTALS,	3	148	191	127.7	122.8	.962	6	1942	53	----	----	381	15	18	8.10	3	1
CEDAR STREET TRAINING SCHOOL.	8	48	50	42.3	40.9	.966	2	594	49	188	185	100	4	4	12.3	1	3
	7	48	57	42.6	40.2	.943	1	978	30	157	72	40	3	7	11.5	14	1
	6	50	59	47.7	46.0	.964	1	685	41	160	180	83	4	4	10.9	5	4
	5	48	60	45.0	42.7	.948	4	921	51	135	96	50	7	8	10.2	5	3
	4	50	69	48.1	45.0	.935	3	1256	65	156	73	33	7	8	9.2	6	3
	3	55	67	49.7	46.8	.942	3	1149	59	101	98	39	8	9	8.4	4	----
	2	56	72	48.2	45.1	.935	----	1245	54	75	103	18	4	4	7.4	----	2
	1	56	114	51.4	48.8	.949	----	1048	92	129	136	50	7	12	6.4	64	----
TOTALS,	8	411	548	375.0	355.5	.948	14	7876	441	1101	943	413	44	56	9.6	99	16

WOOLSEY DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
WOOLSEY SCHOOL.																	
Julia A. Willard,	12	50	58	49.4	47.7	.966	----	671	26	269	153	109	----	----	14.10	----	----
Nellie B. Morse,	11	52	65	46.0	44.6	.969	2	545	20	232	188	124	1	2	13.9	----	6
Sarah U. Wright,	10	52	65	47.3	45.3	.958	1	817	19	140	187	84	3	8	13.3	1	----
Fannie I. Bunce,	9	50	52	47.6	46.2	.971	2	553	33	214	199	136	3	6	12.5	----	----
S. Alice Darrow,	8	50	55	43.8	42.1	.961	4	698	57	251	134	90	3	4	11.7	12	5
Sarah J. Gibson,	7	50	58	49.2	47.5	.965	2	659	35	202	167	111	----	----	10.9	----	13
F. Isabel Swift,	6	56	68	53.4	51.4	.963	1	822	32	206	113	64	5	7	10.1	----	4
Emily M. DeForest,	5	56	71	51.9	50.2	.967	----	666	42	235	139	101	1	2	9.10	1	3
Ella A. Beach,	4	55	71	52.5	50.5	.962	----	803	31	208	122	70	4	17	9.0	2	21
Fannie L. Rice,	3	55	66	52.4	50.8	.969	----	659	37	212	212	145	2	4	8.6	10	----
Eugenie W. Hathaway,	2	55	84	51.4	48.9	.951	----	993	44	134	150	63	9	23	7.7	148	3
Lottie D. Butler,	1	55	103	50.4	48.4	.960	2	791	32	219	117	94	4	5	6.9	----	5
TOTALS,	12	636	816	595.3	573.6	.964	14	8677	408	2522	1881	1191	35	78	10.8	174	60
GRAND ST. SCHOOL.																	
Mary Kilbride,	7	50	53	44.7	43.1	.964	1	634	19	201	208	130	----	----	12.8	3	1
Mary J. Warren,	6	50	57	43.0	40.8	.949	1	892	38	156	144	70	----	----	11.7	----	----
Hortense A. Darling,	5	50	57	46.3	44.1	.952	----	872	11	154	135	57	----	----	10.7	4	3
Mary F. McArthur,	4	50	52	43.8	41.6	.949	----	899	31	141	121	59	2	3	9.8	----	----
Martha E. Lindsley,	3	50	55	44.0	41.1	.934	----	1153	33	65	142	28	2	2	8.7	----	1
Lizzie J. Smith,	2	50	56	41.2	39.3	.954	----	735	34	228	186	127	4	6	7.8	106	7
Mary A. Pinney,	1	48	94	39.4	38.1	.967	----	535	16	207	249	132	----	----	6.7	----	----
TOTALS,	7	348	424	302.4	288.1	.953	2	5720	182	1152	1185	603	8	11	9.7	113	12
BLATCHLEY AV. SCH.																	
Annie I. Hathaway,	2	57	64	49.4	46.6	.943	----	1137	87	98	129	50	2	4	6.10	----	1
Nellie B. Swain,	1	43	83	39.6	36.5	.922	----	1229	85	71	141	26	7	17	6.4	----	----
TOTALS,	2	100	147	89.0	83.1	.934	----	2366	172	169	270	76	9	21	6.7	----	1
GRAND ST. UNGRADED.	1	50	58	21.0	18.9	.900	----	859	211	27	----	27	24	62	11.6	----	----

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT.

Table showing the Attendance, etc., at all the Schools, during the Year, not including the Ungraded Schools.

SCHOOLS.	No. Teach.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
Hillhouse High School,	13	7	379	512	306.2	297.9	.973	----	3194	99	1723	1514	1025	4	10	16.1	26	18
Webster,	14	12	603	785	577.5	541.7	.938	8	14267	370	1380	1213	457	19	44	11.0	178	38
Oak Street,	4	4	208	267	184.2	172.2	.935	----	4771	158	442	380	151	7	10	8.7	12	23
Davenport Avenue,	4	4	203	244	165.3	153.8	.930	----	4616	44	475	457	185	3	3	8.3	----	3
Webster District Totals,	22	20	1014	1296	927.0	867.7	.934	8	23654	572	2297	2050	793	29	57	9.3	190	64
Eaton School and District Totals,	18	16	810	956	725.8	686.8	.946	15	15626	594	2294	1853	902	24	44	10.2	28	32
Wooster,	14	12	606	766	559.1	533.9	.955	18	10097	484	1646	1862	758	53	81	10.1	110	137
Hamilton,	15	13	631	773	609.1	582.8	.956	10	10609	517	2557	1952	1386	33	64	9.5	71	17
Fair Street Training,	9	4	198	244	163.2	153.9	.943	8	3718	122	524	608	227	6	8	9.5	42	16
German-English,	2	2	110	133	98.5	93.9	.953	----	1771	122	296	286	150	2	3	7.5	1	1
Wooster District Totals,	40	31	1545	1916	1429.9	1364.5	.952	36	26195	1245	5023	4708	2521	94	156	9.1	224	171
Dwight,	14	12	599	831	581.3	551.3	.948	2	12048	317	1644	1588	823	6	7	11.1	53	14
Dixwell Avenue,	8	7	345	431	284.7	268.8	.944	9	6402	758	1167	1007	609	31	33	9.2	27	4
Division Street,	8	7	357	542	327.5	300.8	.918	2	10604	270	530	611	154	9	13	10.1	20	7
N. H. Orphan Asylum,	3	3	136	140	115.8	112.1	.968	----	1461	3	937	925	838	----	----	8.8	18	----
Dwight District Totals,	33	29	1437	1944	1309.3	1233.0	.945	13	30515	1348	4278	4131	2424	46	53	9.9	118	25
Skinner,	14	12	612	753	556.0	526.5	.947	23	11839	438	1655	1376	612	35	62	10.11	9	41
Edwards Street,	4	4	221	280	185.7	174.0	.937	3	4709	147	460	427	158	9	13	8.2	1	4
St. Francis Orphan Asylum,	3	3	164	176	131.7	129.7	.984	----	756	----	808	418	693	----	----	7.10	----	----
Humphrey Street,	3	3	151	212	120.6	113.5	.941	----	2825	120	333	420	161	4	5	7.5	9	7
Skinner District Totals,	24	22	1148	1421	994.0	943.7	.952	26	20129	705	3256	2641	1624	48	80	8.7	19	52
Washington,	14	12	603	630	544.0	516.9	.950	15	10768	278	----	----	723	24	46	12.4	175	89
West Street,	4	4	200	268	175.1	170.3	.972	----	1961	160	737	594	639	5	5	7.1	86	17
Carlisle Street,	4	4	200	269	173.2	165.3	.954	1	3171	147	294	239	316	12	27	7.2	31	15
Greenwich Avenue,	4	4	200	258	170.5	161.9	.949	2	3623	197	----	----	326	7	11	8.2	16	6
Hallock Street,	3	3	148	191	127.7	122.8	.962	6	1942	53	----	----	381	15	18	8.10	3	1
Cedar Street Training,	17	8	411	548	375.0	355.5	.948	14	7876	441	1101	943	413	44	56	9.6	99	16
Washington District Totals,	46	35	1762	2164	1565.5	1492.7	.956	38	29341	1276	2132	1776	2798	107	163	8.10	410	144

REPORT—Continued.

Table showing the Attendance, etc., at all the Schools, during the Year.

SCHOOLS.	No. Teach.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
											Boys.	Girls.	All.				Ab.	Tardy.
Woolsey,	14	12	636	816	595.3	573.6	.964	14	8677	408	2522	1881	1191	35	78	10.8	174	60
Grand Street,	7	7	348	424	302.4	288.1	.953	2	5720	182	1152	1185	603	8	11	9.7	113	12
Blatchley Avenue,	2	2	100	147	89.0	83.1	.934	----	2366	172	169	270	76	9	21	6.7	----	1
Woolsey District Totals,	23	21	1084	1387	986.7	944.8	.950	16	16763	762	3843	3336	1870	52	110	8.11	287	73
UNGRADED SCHOOLS.																		
Whiting St., Web. District,	1	1	55	113	32.3	30.9	.957	1	567	263	91	-----	91	36	48	12.0	----	----
Fair St., Wooster District,	2	2	98	130	58.5	50.1	.856	7	3384	486	7	50	6	43	82	10.0	----	1
Grand St., Woolsey District,	1	1	50	58	21.0	18.9	.900	----	859	211	27	----	27	24	62	11.6	----	----
Totals,	4	4	203	301	111.8	99.9	.904	8	4810	960	125	50	124	103	192	11.2	---	1

SUMMARY OF STATISTICS, BY SUB-DISTRICTS, INCLUDING THE UNGRADED SCHOOLS.

Hillhouse High School,	13	7	379	512	306.2	297.9	.973	----	3194	99	1723	1514	1025	4	10	16.1	26	18
Webster District,	23	21	1069	1409	959.3	898.6	.945	9	21221	835	2388	2050	884	65	105	11.1	190	64
Eaton "	18	16	810	956	725.8	686.8	.946	15	15629	594	2294	1853	902	24	44	10.2	28	32
Wooster "	42	32	1643	2046	1488.4	1414.6	.904	43	29579	1731	5030	4758	2527	137	238	9.6	224	172
Dwight "	33	29	1437	1944	1309.3	1233.0	.945	13	30515	1348	4278	4131	2424	46	53	9.9	118	25
Skinner "	24	22	1148	1421	994.0	943.7	.952	26	20129	705	3156	2641	1624	48	80	8.7	19	52
Washington "	46	35	1762	2164	1565.5	1492.7	.956	38	29341	1276	2132	1776	2798	107	163	8.10	410	144
Woolsey "	24	22	1134	1445	1007.7	963.7	.925	16	17622	973	3870	3336	1897	76	172	10.2	287	73
Totals for 1879–80,	223	184	9382	11897	8356.2	7931.0	.949	160	170227	7561	24971	22059	14081	507	865	10.6	1302	580
Totals for 1878–79,	212	174	8892	11198	8165.2	7704.0	.944	123	178022	7320	18385	17333	12203	442	767	10.7	838	576
Totals for 1877–78,	206	169	8635	11243	7890.4	7528.6	.954	169	143660	6499	28068	25966	14417	570	1020	10.7	1306	426
Totals for 1876–77,	202	165	8602	11426	7866.9	7491.4	.952	151	147233	7339	25123	53982	12328	577	1105	9.7	1834	484
Totals for 1875–76,	197	158	8247	10738	7428.3	7041.1	.948	131	154124	7069	23741	21741	11192	674	1810	9.9	3204	515
Totals for 1866–67,	101	91	4715	5361	4487.0	4136.0	.882	----	132365	8357	8280	7189	3153	316	616	------	----	----

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present **100** half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. half days in 1878-9.			No. half days in 1877-8.			Years.
				All.	Boys	Girls	All.	Boys	Girls	
1	High,	1	Lucy R. Bliss,	221	325	238	191	317	220	4
2	West St.,	2	Corney F. Allan,	219	*	*	182	270	221	3
3	Dwight,	12	Emma C. Brownell,	193	285	225	----	----	----	--
4	Hamilton,	12	Rita Shea,	190	319	219	----	----	----	--
5	High,	5	----------	181	318	218	191	337	209	8
6	Hamilton,	11	Cornelia Clinton,	174	273	225	----	----	----	--
7	Dixwell,	6	Fannie T. Munson,	168	253	209	----	----	----	--
8	West St.,	4	L. A. F. Pinney,	165	311	190	146	210	237	5
9	Hamilton,	10	Celestine Wall,	160	278	171	----	----	----	--
10	High,	2	Annie S. Johnson,	159	209	277	156	257	231	3
11	Hamilton,	8	Clementine Kenney,	152	235	218	----	----	----	--
11	Greenwich Av.,	4	Edith E. Johnson,	152	*	*	----	----	----	--
13	Woolsey,	3	Fannie L. Rice,	145	212	212	105	216	166	4
14	Hamilton,	9	Gertrude Roach,	142	203	207	----	----	----	--
15	West St.,	1	Eva J. Phelps,	141	223	213	118	*	*	5
16	High,	4	Sarah E. Porter,	140	225	194	154	209	275	4
16	Carlisle,	1	M. L. Livingston,	140	*	*	----	----	----	--
18	Dixwell,	5	Anna G. Kennedy,	138	215	210	158	202	239	6
19	Hallock,	2	Hattie M. Price,	137	*	*	----	----	----	--
20	Woolsey,	9	Fannie I. Bunce,	136	214	199	108	199	191	5
21	Dixwell,	3	Nellie A. Peck,	134	196	185	160	214	217	7
22	Grand St.,	1	Mary A. Pinney,	132	207	249	120	184	203	4
23	Eaton,	4	Anna E. Pigott,	131	198	228	----	----	----	--
23	Hamilton,	6	Patricia Carney,	131	225	168	----	----	----	--
25	Grand St.,	7	Mary Kilbride,	130	201	208	140	195	254	4
26	Grand St.,	2	Lizzie J. Smith,	127	228	186	----	----	----	--
27	Eaton,	4a	Maggie P. Moffatt,	124	181	238	118	203	173	2
27	Woolsey,	11	Nellie B. Morse,	124	232	188	137	234	190	5
27	Hallock,	1	Hattie M. Cummings,	124	*	*	----	----	----	--
30	High,	3	----------	123	187	257	----	----	----	--
31	High,	6	Grace E. Bliss,	120	198	227	161	232	271	3
31	Washington,	12	Emily E. Warner,	120	*	*	102	*	*	3
31	Hallock,	3	Lizzie M. Catlin,	120	*	*	----	----	----	--
34	Washington,	9	Jennie R. Catlin,	117	*	*	----	----	----	--
35	Wooster,	12	Emma S. Bernard,	116	226	205	180	256	246	6
36	West St.,	3	Han. M. Chamberlin,	114	203	191	114	233	158	4
37	Dwight,	11	Ciara I. Bradley,	112	261	158	157	*	*	12
38	Woolsey,	7	Sarah J. Gibson,	111	202	167	103	212	165	4
38	Dwight,	6	Emma E. Lincoln,	111	228	142	----	----	----	--
40	Woolsey,	12	Julia A. Willard,	109	269	153	109	283	131	4
40	Wooster,	11	Emma L. Bishop,	109	205	178	100	165	211	5
42	Woolsey,	5	Emily M. DeForest,	101	235	139	----	----	----	--
43	Cedar St.,	8	Martha E. Chapman,	100	188	185	106	213	165	6
43	Washington,	10	Jennie E. Crittenden,	100	*	*	----	----	----	--

* No report from the School.

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

No. 7. Mary E. Andrews, 3 years,
Emma A. Bryant,
Lucia J. Bryant,
Anna A. Gildersleeve,
Katy H. Gower, 2 years,
Alice M. Merriman, 2 years,
Thomas M. Cahill, 2 years,
Joseph H. Townsend, 3 yrs,
Wolff Willner, 2 years,
Nellie R. Brown, 2 years,
Nettie Chambers,
Julia A. Robinson, 2 years,
Edna L. Sherwood, 5 years,
Hattie A. Smith,
Frank H. Benton,
Herbert D. Carrington,
James F. Flynn, 2 years,
David D. Lambert,
John S. Pardee,
Samuel W. Scott, 2 years,
Henry L. Swain, 5 years,
George E. Moulthrop,

No. 6. Lottie E. Alling,
Kittie T. Harrison,
Jennie Henry, 2 years,
Nellie Hersey,
Gertrude E. Isbell,
Tillie M. Ryder,
Florida A. Smith, 2 years,
George S. Adams,
Charles E. Cornwall,
Mahlon H. Marlin, 3 years,

No. 6. Charles R. Williams, 2 years,

No. 5. Hattie M. Bishop,
Nellie I. Brooks, 3 years,
Agnes D. Brown,
Minnie C. Densmore,
Alice B. Riley,
Lilian J. Russell, 2 years,
Carrie A. Stevens,
Lottie M. Swift,
Ellen E. Carr,
Clarence Blakeslee,
Clarence L. Clark,
James T. Moran, 9 years,
Edward E. Peck, 2 years,

No. 4. Albert H. Baldwin,
*George E. Moulthrop,
Frank S. Harrison,
John J. O'Brien,
George Hazel, 4 years,
Fanny E. Mead, 4 years,
Jessie E. Beers,

No. 3. Florence Disbrow, 4 years,
John Harding, 3 years,

No. 2. Emilie Atwater,
Bertha Cargill,
Mamie Cook,
Hettie E. Cooper,
Winifred Fisher, 2 years,
Ella Northrop,
Lewis Cadwell,

No. 1. Fannie E. Rich.

WEBSTER SCHOOL.

No. 12. James Pierpont, 6 years,
Henry Gruener, 3 years,
Louis Widman, 3 years,
Ida Rief, 2 years,
Agnes Noyes,
Lily Liefield,

No. 11. Albert Dudley, 2 years,
Albert Widman, 2 years,
Grace Daggett,
Lena Hoffmeister,
Minnie Kohautek,

No. 11. P. Jerry Peck,
Louis Pfaff,

No. 10. Hippolyte Gruener, 3 years,
Annie Starkweather, 2 years,
Charles Hutchinson,
Ralph Pagter,
James Whalen,

No. 8. Henry Pierpont,

No. 7. Eliza Hooper,

No. 2. Willie Bradley, 2 years,

* GEORGE E. MOULTHROP, after being perfect in attendance eight years was tardy once, the past year, through no fault of his own. This year would have been his *ninth consecutive year* of perfect attendance.

OAK STREET SCHOOL.

No. 3. Freddie Luesmann, 2 years,
Bennie McGuire.
No. 3. Harry McQuaid,
Georgie Richards.

EATON SCHOOL.

No. 3. Mary Kern,
No. 3a. Maggie Cannon,
Therese Hoffmeister,
No. 4. Hattie Braden,
Katie Burke,
Lulu Uhl,
No. 4a. Eddie Conlon,
No. 5. Mary Murray,
Hiram Davidson,
Sollie Kern,
No. 6. John Doolan,
Minnie O'Keefe,
Henry Bradley,
No. 7a. Maggie Reilly,
Walter Brown,
No. 8. Johnnie Bree,
Tillie Becker,
No. 8. Annie Ditter,
Katie Hugo,
Henry Machol,
Eddie Linquist,
George Gutbrode,
No. 8a. Albert Pramschuir,
Frank Shubert,
Maggie Maher,
No. 9. John Dann,
Charles Gutt, 2 years.
Edward Ranson,
Abraham Thalheimer, 3 yrs.
Annie Thorman, 2 years,
No. 10. George Shiner,
No. 12. Johnnie Cox,
James Ward,
Emma Spanutius.

WOOSTER SCHOOL.

No. 12. Henry Clark, 6 years,
Willie Flanagan, 4 years,
Louis Lyerzaph,
Frank Harrison, 2 years,
Lizzie Pfeghar,
No. 11. Timmie Hanlon,
Bennie Dickerman,
No. 10. Annie Doerschuck, 2 years,
Elise Pallman,
Stella Williams,
No. 9. Katie Bohen, 2 years,
John Minnix,
Harry Raymond, 2 years,
No. 8. Maggie Pendergast, 2 years,
No. 8. James Casey,
No. 7. Susie Lynch, 2 years,
Michael Casey,
Timothy Bowman,
Eddie Ballou,
Robbie Schurig,
John Hanlon,
Jacob Marx,
Katie Jones,
No. 6. Charlie Clark, 2 years,
No. 5. Theodore Knipping,
No. 3. Eugene Pallman,
Arthur Gross.

HAMILTON SCHOOL.

No. 12. Sarah Rohan,
Julia Heaney,
John Heery,
No. 11. Agnes Reynolds,
Lizzie Heery,
Annie Deegan,
Willie Costello,
Mattie Hickey,
No. 10. Mary Slattery,
Sarah Scully,
Mary Morrissey,
Mary Cohane,
No. 9. Bridget Heaney,
Hannah Hogan,
John Lee,
No. 8. Rose Kenney,
Patrick Daley,
No. 7. Annie Healy,
John Callahan,
John Shea,
No. 6. Lottie Daley,
Daniel Coleman,
Robert Stakelum,
No. 5. John Berrigan.

FAIR STREET SCHOOL.

No. 4. Goodrich Ullman, 4 years.
Becca Ullman, 3 years.
No. 3. Eddie Alling,
Charlie Bickford,
No. 2. Willie Engel,
Charlie Walker,
Bertha Raymond.

DWIGHT SCHOOL.

No. 12. May Bassett, 1 year,
Frank Wagner, 1 year,
Willie Dickinson, 2 years,
Albert Judson, 1 year,
Arthur Bristol, 8 years,
Robert Granfield, 1 year,
Lizzie Oberer, 1 year,
Ina Sherwood, 1 year,
No. 11. George Sherwood, 2 years,
No. 11. Bertha Hartley, 2 years,
Jessie Mix, 1 year,
Josie Rice, 1 year,
No. 10. Carrie Tolles, 4 years,
No. 9. Mollie Hauser, 1 year,
George Baldwin, 3 years,
No. 8. Edith Pinney, 1 year,
No. 7. Viola Bunnell, 1 year.

DIXWELL SCHOOL.

No. 7. James Allen,
Nathan Perkins,
No. 5. Rudoph Wangner, 2 years,
Michael Londergan, 4 terms,
No. 4. Annie Day,
Hannah Mitchell,
Ebbie Jefferson.

DIVISION STREET SCHOOL.

No. 5. Annie Cone, 1 year,
Robbie Langzettel, 1 year.

SKINNER SCHOOL.

No. 12. Joseph Barnes,
John Ronald,
John Shares,
Josie Spang,
Edson Sperry,
No. 11. Frank A. Beckley, 3 years,
Carrie E. Caldwell, 6 years,
George Mischler, 2 years,
No. 10. Harry Spang,
Maggie Thielbar, 6 years,
Mary Warner,
No. 9. James Hanlon,
Katie Lawrence, 2 years,
Ida Rogowski,*
Lyla Scranton,
William Stevens,
No. 7. Clarence Horton,
John Dixon,
No. 6. James Dewell,
Annie McNamara,
No. 5. Jacob Luft.

EDWARDS STREET SCHOOL.

No. 4. Thomas Cronan.

HUMPHREY STREET SCHOOL.

No. 3. Bicey Beegan,
Bessie Case,
No. 3. Eddie Hickey.

WASHINGTON SCHOOL.

No. 1. Mary Lynch,
Emma Grenier,
Willie Gunn,
No. 2. Nephi Watson,
No. 3. Herbie Crittenden,
No. 4. Agnes Miller,
Katie Wynn,
No. 5. Fred. Eberth, 2 years,
Edgar Lyon, 2 years,
No. 6. Ella Dearbon,
Louis Crittenden,
Guy Watson,
Thomas Flannagan,
No. 8. Tommie Rourke,
Katie Curran,
Mary Mason,
No. 9. Everett Emerson,
No. 9. Cora Foster,
Louis Oppel,
Ralph Otis,
Oscar Bradley,
Nellie Mansfield,
Mary Manson,
No. 10. Walter Clark,
Tinnie Milander,
Joseph Ullman,
No. 11. Gustave Farnslow,
Timothy Callaghan,
No. 12. Lilla Bradley,
Louisa Hofacker,
John Connor,
Frank Paul,
Jennie Bell,

* Except on Jewish holy days.

WEST STREET SCHOOL.

No. 2. Willie Becket,
Eddie Parrott,

No. 4. Mary Shepard, 2 years,
Jeanie Nagel.

CARLISLE STREET SCHOOL.

No. 2. Emil Ackerman.

GREENWICH AVENUE SCHOOL.

No. 3. Nellie Mason,
Annie Eberth,

No. 4. Louis Lautenbach.

HALLOCK STREET SCHOOL.

No. 2. Annie Mealia,
Lizzie Moehl,
Jimmie McKiernan,
No. 3. Henry Gallagher, 2 years,

No. 3. Thomas Moran, 2 years,
Geo. Connolly, 2 years, tardy once.

CEDAR STREET SCHOOL.

No. 2. Lena Kelly,
No. 6. Gustave Pockrop,
James Lyle, 2 years,
No. 7. Lizzie Allen, 4 years,
James Guinan,
George Myers, 2 years,

No. 7. Jakie Ullman, 3 years,
Bennie Sugenheimer,
No. 8. John Wohlmacher, 3 years,
Roland Jones, 2 years,
Nora Reynolds.

WOOLSEY SCHOOL.

No. 12. Clifford B. Hemingway, 4 yrs
Sereno C. Sperry, 4 years,
George L. Warren, 5 years,
Katie M. Tuttle,
No. 11. Fannie I. Beebe,
Lottie E. Loveland,
Bessie L. Loveland,
Susie D. Munson,
No. 10. Elmer Howard,
John Howard,
Willie Konold,
No. 9. Willie Kinney,
Robert McArthur,
Helen Blake, 3 years,
Nellie Condon, 3 years,
Jennie Hutchings,
No. 8. Mary Fairchild,

No. 8. John Dwyer,
Joseph Alcott,
Otto Reichert,
No. 7. Willie Holaday,
Morris Buckley,
George Durstein,
No. 6. Irving Hopkins,
Annie Hulce,
Lillian Preston,
No. 5. Willie Harty,
Rosie Rohan,
Theresa Rohan,
Sarah Greenfield,
No. 4. Peter Bree,
Sarah Torpey,
No. 3. James Kent,
Mary Keenan.

GRAND STREET SCHOOL.

No. 7. Eddie Eldridge,
Albert Loveland,
Albert Sturrup,
No. 6. Willie Hasselbah,
Joel Seeley,

No. 6. George Thompson,
Mamie Hull,
Jane Todd, 3 years,
No. 4. Lizzie Brinkman.

TEXT BOOKS.

HIGH SCHOOL.

MATHEMATICS.—Sanford's Analytical Arithmetic, Packard's Complete Course of Business Training, Loomis' University Algebra, Olney's University Algebra, Loomis' and Chauvenet's Geometry, Wheeler's Trigonometry.

HISTORY.—Smith's Smaller History of Greece, Leighton's History of Rome, Bloss' Ancient History, Greene's Mediæval History, Modern History, Nordhoff's Politics for Young Americans.

PHYSICAL SCIENCES.—Mitchell's Physical Geography, Gray's How Plants Grow and Wood's Plant Record, Hutchinson's Physiology and Hygiene, Cooley's Natural Philosophy, Steele's Fourteen Weeks in Chemistry, Steele's Fourteen Weeks in Geology, Steele's Fourteen Weeks in Astronomy.

ENGLISH LANGUAGE.—Webster's or Worcester's Dictionary, Swinton's School Composition, Patterson's Speller and Analyzer, Town and Holbrook's Progressive Fifth Reader, Hart's Composition and Rhetoric, Collier's History of English Literature, Shakespeare, and other classical English authors.

GREEK.—Hadley's Greek Grammar, White's First Lessons in Greek, Goodwin's Greek Reader, Homer's Iliad, Liddell & Scott's Greek Lexicon.

LATIN.—Allen and Greenough's Latin Grammar, Leighton's Latin Lessons, Arnold's Latin Prose Composition, Harkness' Cæsar, Allen and Greenough's Cæsar, Searing's Vergil, Allen and Greenough's Vergil, Allen and Greenough's Cicero, Tozer's Classical Geography, Weller's Pocket Atlas of Classical Geography, Smith's Classical Dictionary.

GERMAN.—Otto's German Conversation Grammar, Leben und Tod kleinen Rothkäpfchens, Neffe als Onkel, Maria Stuart.

FRENCH.—Keetel's French Grammar.

GENERAL EXERCISES.—Jepson's Music Reader, Bail's System and Charts in Drawing, Spencerian Writing Slips.

TEXT BOOKS USED IN THE GRADED SCHOOLS OF NEW HAVEN.

Franklin Readers. Series.
Patterson's Speller.
French's Arithmetic. Series.
Swinton's English Grammar.
Swinton's Language Primer.
Swinton's new Language Lessons.
Harper's Geography.
Anderson's Grammar School History of the United States.
Webster's Dictionary.
Spencerian System of Penmanship.
Jepson's Music Readers.
Bail's System and Charts in Drawing.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HAMILTON ST. SCHOOL.		AGNES WELCH, *Principal*,	$1,200	267 Franklin.
	12	Rita Shea,	700	" "
	12	Anna P. Day,	400	10 College.
	11	Cornelia Clinton,	650	267 Franklin.
	10	Celestine Wall,	600	" "
	9	Gertrude Roach,	600	" "
	8	Clementine Kenney,	600	" "
	7	Germaine Whelan,	600	" "
	6	Patricia Carney,	550	" "
	5	Maria Murray,	500	" "
	4	Sylveria Flynn,	450	" "
	3	Ambrosia Coonan,	450	" "
	2	Mary E. Hall,	450	85 Grand.
	1*a*	Mary E. Dallaher,	450	92 Bradley.
	1	Cyril Welch,	550	267 Franklin.
			$8,750	
FAIR STREET, TRAINING.		SARAH A. WILCOX, *Principal*,	$800	6 Leonard.
	4	Ida E. Bushnell,	450	19 Perkins.
	4	Katie E. Donnovan,	300	123 Day.
	3	Ada B. Hyde,	150	22 Pearl.
	3	Hattie P. Marsh,	200	162 Bradley.
	2	Ida A. Hague,	150	31 Clark.
	2	Josie H. Thatcher,	150	38 Chestnut.
	1	Marion A. Woodford,	150	86 Exchange.
	1	Hattie E. Barnes,	150	93 Chapel.
			$2,500	
GERMAN-ENG.	2	Herman Trisch,	$1,000	12 Whiting.
193 *Wooster St.*	1	Angennette T. Langley,	600	291 Grand.
			$1,600	
FAIR STREET, UNGRADED.	2	Emily A. Wildman,	$600	23 Clark.
	1	Nellie J. Guinan,	450	183 Olive.
			$1,050	
		DWIGHT DISTRICT.		
DWIGHT SCHOOL.		L. L. CAMP, *Principal*,	$2,300	595 Chapel.
	12	Clara I. Bradley,	700	34 Gill.
Martin Street, cor. Gill.	12	Georgina Norman,	400	62 Whalley av.
	11	Harriet E. Judson,	650	595 Chapel.
	10	Marie A. Hodgson,	550	111 Howe.
	9	Martha B. Fields,	600	66 Martin.
	8	Gertrude L. Cooper,	600	173 Oak.
	7	Hattie E. Reynolds,	600	118 Dixwell av.
	6	Adelaide L. Arthur,	400	196 Foster.
	5	Lizzie V. Southworth,	500	14 Sylvan av.
	4	Carrie B. Root,	450	609 Chapel.
	3	Emma E. Lincoln,	450	57 Martin.
	2	Emma E. Cowap,	450	23 Sylvan av.
	1	Charlotte Hills,	550	146 College.
			$9,200	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DIXWELL AV. SCHOOL.	7	Sarah E. Hughes,	$750	East Haven.
	7	Nellie J. Riggs,	350	252 Orchard.
	6	Fannie T. Munson,	550	158 York.
	5	Annie G. Kennedy,	500	242 York.
	4	Nellie A. Peck,	450	80 Broadway.
	3	Mary R. Burwell,	450	596 Chapel.
	2	Charlotte E. Judson,	400	16 Lyon.
	1	Sarah S. Benham,	550	245 George.
			$4,000	
DIVISION STREET SCHOOL.	7	Jennie E. Barber,	$750	16 Univer'ty pl.
	7	Elizabeth Palmer,	400	94 Webster.
	6	Livia M. Jordan,	600	c. Newhall & Thompson.
On Shelton Av.	5	Jennie M. Norman,	450	62 Whalley av.
	4	Kittie A. Yanz,	450	110 Ivy.
	3	S. Ella Brown,	450	96 Broadway.
	2	Laura W. Merriman,	450	Westville,
	1	Marie J. Bradley,	550	32 Gill.
			$4,100	
N. H. O. ASYLUM SCHOOL.	3	Cordelia Sargeant,	$550	348 Elm.
	2	Ellen M. Hickox,	400	348 Elm.
	1	Mary F. Bradley,	400	348 Elm.
348 *Elm Street.*			$1,350	
		SKINNER DISTRICT.		
SKINNER SCHOOL.		JOSEPH A. GRAVES, *Principal,*	$2,250	64 Whitney av.
	12	Sarah A. Tucker,	700	43 Trumbull.
State Street.	12	Annie E. Hayes,	450	279 Orange.
cor. Summer.	11	Sarah A. Mallory,	650	40 Grove.
	10	Ella J. Bronson,	600	126 Howe.
	9	Ann E. Loper,	600	134 Bradley.
	8	Ella L. Maguire,	600	134 Franklin.
	7	Juliet E. Peck,	600	44 York sq. pl.
	6	Ida V. Huke,	550	319 Orange.
	5	Emma S. Beach,	500	163 St. John.
	4	Hattie E. Munson,	350	181 Temple.
	3	Lucy P. Bush,	450	29 Clark.
	2	Mary E. Weld,	450	99 Wall.
	1	Carrie M. Galpin,	550	131 Sherman av
			$9,300	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
EDWARDS STREET SCHOOL.	4	Lily W. Sheridan,	$600	291 Orange.
	3	Ellen Kilbride,	450	54 Bishop.
	2	Fanny Y. Cooke,	350	27 Clarke.
cor. Foster.	1	S. Evelyn Manning,	550	8 Leonard.
			$1,950	
HUMPHREY ST. SCHOOL.	4	Emily J. Farnsworth,	$550	55 Trumbull.
	3	Gertrude Mann,	350	577 State.
	2	Mary A. Judd,	400	64 Nash.
	1	Margaret M. Tucker,	550	518 State.
			$1,850	
ST. FRANCIS O. ASYLUM SCH.	3	Josepha Cullen,	$450	Highland.
	2	Edwina Fogarty,	400	"
	1	Everilda Quigley,	400	"
Highland St. opp. 281 *Whitney av.*			$1,250	
		WASHINGTON DISTRICT		
WASHINGTON SCHOOL.		GEORGE R. BURTON, *Principal.*	$2,300	555 Howard av.
	12	Emily E. Warner,	700	100 Portsea.
	12	Nellie M. Cummings,	400	174 Columbus.
Howard ave.	11	Maria L. Bradley,	650	20 Vernon.
cor. Putnam St.	10	Jennie E. Crittenden,	600	22 Whalley av.
	9	Jenny R. Catlin,	600	92 Olive.
	8	Mary E. Willoughby,	600	7 Christopher.
	7	Annie C. Norman,	600	66 Whalley av.
	6	Catherine C. Jones,	600	143 Columb. av.
	5	Fannie A. Butler,	550	67 Prince.
	4	Georgie S. Barber,	500	222 George.
	3	Anna F. Gillette,	500	123 Columbus.
	2	Hattie R. Townsend,	500	200 Crown.
	1	Lillian M. Bedell,	500	321 Cedar.
			$9,600	
WEST STREET SCHOOL.	4	Lizzie M. Catlin,	$450	92 Olive.
	3	Clara E. Burwell,	350	54 Sylvan av.
	2	Corney F. Allan,	450	79 York.
	1	Eva J. Phelps,	550	10 Washington
			$1,800	

Central [illegible]
[illegible]

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
CARLISLE STREET SCHOOL.	4	Martha B. May,	$600	87 Park.
	3	Alice G. Ford,	450	43 Collis.
	2	Katie R. Smith,	450	82 Wallace.
	1	Marion L. Livingston,	550	296 Columbus.
			$2,050	
GREENWICH AV. SCHOOL.	4	Edith E. Johnson,	$550	341 Howard av.
	3	Katie Smith,	400	132 College.
	2	Ida E. Eaton,	350	67 Minor.
cor. Second St.	1	Kate Conlan,	550	23 Hallock av.
			$1,850	
HALLOCK STREET SCHOOL.	6	Lucy A. F. Pinney,	$600	193 George.
	5	Hannah M. Chamberlin,	450	45 Park.
	4	Lizzie D. Baird,	350	29 Asylum.
	3	Carrie E. Strong,	350	103 Liberty.
	2	Hattie M. Price,	450	313 Water.
	1	Anna M. Brennan,	550	2 Elliott.
			$2,750	
CEDAR STREET TRAINING.		MARIA L. BREEN, *Principal*,	$1,200	55 Lombard.
	8	Martha E. Chapman,	600	200 Crown.
	8	Mary A. Cullen,	150	Westville.
bet. Washington	7	Julia Nadler,	150	115 Hill.
and Gilbert Streets.	7	Minnie E. Cassidy,	150	73 Winch'r av.
	6	H. Josie Hewson,	150	98 Carlisle.
	6	S. Lizzie Briggs,	150	636 State.
	5	Mary A. McCheane,	200	3 Brewery.
	5	Nellie F. Sproat,	150	221 Dixwell av.
	4	Laura E. Babcock,	150	216 Crown.
	4	Lottie E. Thompson,	300	28 Kensington.
	3	Emily G. Siebke,	300	116 Wooster.
	3	Charlotte E. McCaffrey,	150	83 Putnam.
	2	Fannie M. Lynch,	200	20 Baldwin.
	2	Mary E. Gates,	150	118 Liberty.
	1	Cornelia Hurlbutt,	250	192 St. John.
	1	M. Christina Rynn,	350	1 Davenport av.
			$4,750	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
WOOLSEY SCHOOL		MARK PITMAN, *Principal*,	$2,300	Wallingford.
	12	Julia A. Willard,	700	20 Woolsey.
Woolsey, cor.	12	Jennie Field,	450	166 Exchange.
Poplar Street.	11	Nellie B. Morse,	650	34 E. Pearl.
	10	Sarah U. Wright,	600	24 Pearl.
	9	Fannie I. Bunce,	600	113 Poplar.
	8	S. Alice Darrow,	600	40 Perkins.
	7	Sarah J. Gibson,	600	44 Edwards.
	6	F. Isabel Swift,	550	177 Exchange.
	5	Emily M. DeForest,	500	45 Atwater.
	4	Lizzie E. Woodend,	400	105 Wallace.
	3	Nellie B. Swain,	450	70 Woolsey.
	2	Eugenie W. Hathaway,	450	25 Lyon.
	1	Lottie D. Butler,	550	2 Ferry.
			$9,400	
GRAND STREET SCHOOL.	7	Mary Kilbride,	$600	54 Bishop.
	6	Mary J. Warren,	600	48 Exchange.
	5	Hortense A. Darling,	550	184 Exchange.
Bet. Clinton Av.	4	Mary F. McArthur,	400	15 Wallace.
and Perkins St.	3	Martha E. Lindsley,	400	11 Wolcott.
	2	Lizzie J. Smith,	450	82 Wallace.
	1	Mary A. Pinney,	550	155 Meadow.
			$3,550	
LLOYD STREET SCHOOL.	4	Fannie L. Rice,	$550	113 E. Pearl.
	3	Mary J. Fahy,	450	173 Franklin.
	2	Annie I. Hathaway,	450	25 Lyon.
cor. Wolcott.	1	Ella A. Beach,	550	163 St. John.
			$2,000	
GRAND STREET UNGRADED.	1	Henry A. Loveland,	$800	Fair Haven E.
bet. Clinton av. and Perkins St.				
MUSIC TEACHER,		B. Jepson,	$2,000	20 Grove.
DRAWING TEACH.		Louis Bail,	$2,000	43 Park.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in his Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent.*

GERMAN-ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADED SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The **town** of New Haven is divided into **two school districts,** viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The **New Haven City School District includes** all that part of the **town of New Haven** which lies east of a line running from the Bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond, to the Hamden line. **It is divided** for convenience **into seven sub-districts,** with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel,

neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad, which separates it from the Skinner District, thence to Mill River, and along the water front including Long Wharf, to the place of beginning, with all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Franklin street, includes both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

WOOLSEY includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The **Board of Education consists of nine members,** three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined by the statutes of the State.

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated **shall become school districts** of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts **shall annually choose,** on the **third Monday in September** in each year, instead of a district committee, a **Board of Education** consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors; and said Board of Education shall have all the **powers and** be subject to all the **duties** imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the

property and funds of the district; they shall lodge all bonds, leases, notes and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors **shall be filled** by an election of the necessary members thereto by ballot. **Should any vacancy occur** by death, resignation or otherwise, the remaining **members of the Board may fill** such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy **to hold office only for the unexpired term** of his predecessors, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The **annual meeting** of the legal voters of the District is held on the **third Monday of September,** at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The **regular meetings** of the Board are held on the **first** and **third Friday evenings** of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. **Five members** of the Board shall constitute a **quorum** for the transaction of business, and every member present when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called **by a majority** of the **Board,** or by the President, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the **first meeting of the Board** after the Annual District Election, a **President** for the ensuing year **shall be chosen** by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore.*

VIII.

STANDING COMMITTEE.

At the first meeting of the Board **after the annual election,** unless postponed by a majority of those present, **a Committee on Schools, a Committee on Finance,** and **a Committee on School Buildings,** shall be elected by a majority of the Board.

1.—COMMITTEE ON SCHOOLS.—**The instruction and government of the schools,** the furniture, books, maps and apparatus for teaching, shall be under the **especial charge of the Committee on Schools.**

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3.—COMMITTEE ON SCHOOL BUILDINGS.—The School Buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also **make an estimate, for publication in the Annual Report,** of the value of the property belonging to the District.

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It shall be the duty of the **Secretary to furnish** fuel, books, stationery, crayons, registers, blanks, and other **supplies** for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

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He shall **receive the moneys** from the Treasurer for orders drawn on him, and **pay all bills** approved by the Committee on Finance, and none others.

He shall **loan books** to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an **accurate inventory** of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He **shall superintend** all **necessary repairs** under the direction of the Committee on School Buildings.

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He shall within twenty-four hours after the **passage of any rule** affecting the management of the schools, **deliver** to the Superintendent a **copy of such rule,** and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

He **shall be at the office of the Board on all school days,** from 8¼ to 9½ o'clock, A.M., and from 4 to 5 o'clock, P. M., and on Mondays and Fridays from 7 to 8 P. M., and **shall devote his whole time** to the interests of the district.

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It shall be the **duty of the Superintendent,** under the direction of the Board of Education and the Committee on Schools, to **devote his whole time to the schools,** point out defects and suggest improvements; and to **report to the Committee on Schools,** or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teachers. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

He **shall be at the office of the Board on all school days,** from 8¼ to 9 o'clock A. M., and from 12½ to 1 o'clock P. M.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
EDWARDS STREET SCHOOL.	4	Lily W. Sheridan,	$600	291 Orange.
	3	Ellen Kilbride,	450	54 Bishop.
	2	Fanny Y. Cooke,	350	27 Clarke.
cor. Foster.	1	S. Evelyn Manning,	550	8 Leonard.
			$1,950	
HUMPHREY ST. SCHOOL.	4	Emily J. Farnsworth,	$550	55 Trumbull.
	3	Gertrude Mann,	350	577 State.
	2	Mary A. Judd,	400	64 Nash.
	1	Margaret M. Tucker,	550	518 State.
			$1,850	
ST. FRANCIS O. ASYLUM SCH.	3	Josepha Cullen,	$450	Highland.
	2	Edwina Fogarty,	400	"
	1	Everilda Quigley,	400	"
Highland St. opp. 281 *Whitney av.*			$1,250	
		WASHINGTON DISTRICT		
WASHINGTON SCHOOL.		GEORGE R. BURTON, *Principal.*	$2,300	555 Howard av.
	12	Emily E. Warner,	700	100 Portsea.
	12	Nellie M. Cummings,	400	174 Columbus.
Howard ave.	11	Maria L. Bradley,	650	20 Vernon.
cor. Putnam St.	10	Jennie E. Crittenden,	600	22 Whalley av.
	9	Jenny R. Catlin,	600	92 Olive.
	8	Mary E. Willoughby,	600	7 Christopher.
	7	Annie C. Norman,	600	66 Whalley av.
	6	Catherine C. Jones,	600	143 Columb. av.
	5	Fannie A. Butler,	550	67 Prince.
	4	Georgie S. Barber,	500	222 George.
	3	Anna F. Gillette,	500	123 Columbus.
	2	Hattie R. Townsend,	500	200 Crown.
	1	Lillian M. Bedell,	500	321 Cedar.
			$9,600	
WEST STREET SCHOOL.	4	Lizzie M. Catlin,	$450	92 Olive.
	3	Clara E. Burwell,	350	54 Sylvan av.
	2	Corney F. Allan,	450	79 York.
	1	Eva J. Phelps,	550	10 Washington
			$1,800	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
CARLISLE STREET SCHOOL.	4	Martha B. May,	$600	87 Park.
	3	Alice G. Ford,	450	43 Collis.
	2	Katie R. Smith,	450	82 Wallace.
	1	Marion L. Livingston,	550	296 Columbus.
			$2,050	
GREENWICH AV. SCHOOL.	4	Edith E. Johnson,	$550	341 Howard av.
	3	Katie Smith,	400	132 College.
	2	Ida E. Eaton,	350	67 Minor.
cor. Second St.	1	Kate Conlan,	550	23 Hallock av.
			$1,850	
HALLOCK STREET SCHOOL.	6	Lucy A. F. Pinney,	$600	193 George.
	5	Hannah M. Chamberlin,	450	45 Park.
	4	Lizzie D. Baird,	350	29 Asylum.
	3	Carrie E. Strong,	350	103 Liberty.
	2	Hattie M. Price,	450	313 Water.
	1	Anna M. Brennan,	550	2 Elliott.
			$2,750	
CEDAR STREET TRAINING.		MARIA L. BREEN, *Principal*,	$1,200	55 Lombard.
	8	Martha E. Chapman,	600	200 Crown.
	8	Mary A. Cullen,	150	Westville.
bet. Washington	7	Julia Nadler,	150	115 Hill.
and Gilbert Streets.	7	Minnie E. Cassidy,	150	73 Winch'r av.
	6	H. Josie Hewson,	150	98 Carlisle.
	6	S. Lizzie Briggs,	150	636 State.
	5	Mary A. McCheane,	200	3 Brewery.
	5	Nellie F. Sproat,	150	221 Dixwell av.
	4	Laura E. Babcock,	150	216 Crown.
	4	Lottie E. Thompson,	300	28 Kensington.
	3	Emily G. Siebke,	300	116 Wooster.
	3	Charlotte E. McCaffrey,	150	83 Putnam.
	2	Fannie M. Lynch,	200	20 Baldwin.
	2	Mary E. Gates,	150	118 Liberty.
	1	Cornelia Hurlbutt,	250	192 St. John.
	1	M. Christina Rynn,	350	1 Davenport av.
			$4,750	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
WOOLSEY SCHOOL		MARK PITMAN, *Principal*,	$2,300	Wallingford.
	12	Julia A. Willard,	700	20 Woolsey.
Woolsey, cor.	12	Jennie Field,	450	166 Exchange.
Poplar Street.	11	Nellie B. Morse,	650	34 E. Pearl.
	10	Sarah U. Wright,	600	24 Pearl.
	9	Fannie I. Bunce,	600	113 Poplar.
	8	S. Alice Darrow,	600	40 Perkins.
	7	Sarah J. Gibson,	600	44 Edwards.
	6	F. Isabel Swift,	550	177 Exchange.
	5	Emily M. DeForest,	500	45 Atwater.
	4	Lizzie E. Woodend,	400	105 Wallace.
	3	Nellie B. Swain,	450	70 Woolsey.
	2	Eugenie W. Hathaway,	450	25 Lyon.
	1	Lottie D. Butler,	550	2 Ferry.
			$9,400	
GRAND STREET SCHOOL.	7	Mary Kilbride,	$600	54 Bishop.
	6	Mary J. Warren,	600	48 Exchange.
	5	Hortense A. Darling,	550	184 Exchange.
Bet. Clinton Av.	4	Mary F. McArthur,	400	15 Wallace.
and Perkins St.	3	Martha E. Lindsley,	400	11 Wolcott.
	2	Lizzie J. Smith,	450	82 Wallace.
	1	Mary A. Pinney,	550	155 Meadow.
			$3,550	
LLOYD STREET SCHOOL.	4	Fannie L. Rice,	$550	113 E. Pearl.
	3	Mary J. Fahy,	450	173 Franklin.
	2	Annie I. Hathaway,	450	25 Lyon.
cor. Wolcott.	1	Ella A. Beach,	550	163 St. John.
			$2,000	
GRAND STREET UNGRADED.	1	Henry A. Loveland,	$800	Fair Haven E.
bet. Clinton av. and Perkins St.				
MUSIC TEACHER,		B. Jepson,	$2,000	20 Grove.
DRAWING TEACH.		Louis Bail,	$2,000	43 Park.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in his Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent.*

GERMAN-ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADED SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The **town** of New Haven is divided into **two school districts,** viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The **New Haven City School District includes** all that part of the **town of New Haven** which lies east of a line running from the Bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond, to the Hamden line. **It is divided** for convenience **into seven sub-districts,** with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel,

neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad, which separates it from the Skinner District, thence to Mill River, and along the water front including Long Wharf, to the place of beginning, with all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Franklin street, includes both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

WOOLSEY includes all that portion of the city which lies east of Mill River.

III.

THE BOARD OF EDUCATION.

The **Board of Education consists of nine members,** three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined by the statutes of the State.

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated **shall become school districts** of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts **shall annually choose,** on the **third Monday in September** in each year, instead of a district committee, a **Board of Education** consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors; and said Board of Education shall have all the **powers and** be subject to all the **duties** imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the

property and funds of the district; they shall lodge all bonds, leases, notes and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors **shall be filled** by an election of the necessary members thereto by ballot. **Should any vacancy occur** by death, resignation or otherwise, the remaining **members of the Board may fill** such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy **to hold office only for the unexpired term** of his predecessors, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The **annual meeting** of the legal voters of the District is held on the **third Monday of September,** at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The **regular meetings** of the Board are held on the **first** and **third Friday evenings** of each month; from the 20th of September to the 20th of March at 7½ o'clock; for the remainder of the year at 8 o'clock. **Five members** of the Board shall constitute a **quorum** for the transaction of business, and every member present when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called **by a majority** of the **Board,** or by the President, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the **first meeting of the Board** after the Annual District Election, a **President** for the ensuing year **shall be chosen** by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

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He shall have a general **oversight of the janitors,** and see that their duties are faithfully performed; and also of the warming and ventilating of the buildings.

He shall within twenty-four hours after the **passage of any rule** affecting the management of the schools, **deliver** to the Superintendent a **copy of such rule,** and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

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XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows :

1.—Reading the minutes of the previous meeting.

2.—Reports of Committees.

3.—Unfinished business.

4.—Report of Superintendent.

5.—Report of Secretary.

6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The **salaries of all persons** in the employ of the Board shall be **fixed by** the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount **exceeding one hundred dollars,** without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1.—The **apparatus, books,** maps, etc., used in the schools, **shall be such** only as may be **prescribed by the Board.**

2.—**No text books shall be introduced into or withdrawn** from the schools unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then unless the Committee on Schools have reported thereon.

3.—All **school registers,** record books, report blanks, etc., shall be after **uniform patterns,** to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The **rules and regulations** for the government of the Board shall **not be amended or repealed** but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of the majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—**Candidates** not in the service of the District **will apply in writing** to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The **annual election of teachers** shall be made by the Board **in the month of June.**

3.—Teachers **shall be immediately notified** by the Superintendent of their election. An **appointee failing** for one week to give notice to the Superintendent of the acceptance of the appointment, **will be considered as declining it.**

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of study; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—**The Principals** in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary **to insure a strict** observance and **enforcement** of the **rules** and regulations of the school.

3.—**All teachers** are required **to be at their respective school rooms** at the beginning of *their* school hours (viz.), at 20 minutes before 9 o'clock A. M., and 15 minutes before 2 o'clock P. M., and to remain during the session; and in case of failure, **they shall report themselves** without delay, **in writing,** to the Principal, stating the **cause and number of minutes** they are absent from their rooms, and the Principal **shall forward such reports** to the Superintendent, at the **end of each week. To secure uniformity and avoid doubt** in relation to time, the **Principal shall provide for** the ringing of a teacher's bell just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4.—Whenever a **teacher shall be absent from school,** and whenever from any cause, the exercises of a school shall be omitted, **immediate notice** of the same **shall be sent** to the Superintendent by the Principal; and **no substitute** for an absent teacher shall be employed for **more than one day** without the express approbation of the Superintendent.

All allowance for the **absence of Principals** from school duty, **must be referred** to the Board.

Teachers shall not absent themselves from school for any other cause than sickness, **without permission** previously obtained from the Superintendent.

5.—**Every teacher** desiring to leave the service of the District shall **give three weeks' notice,** in writing, to the Superintendent; and **teachers** leaving their duties without permission of the Board, **shall forfeit** whatever portion of **their salaries** would otherwise be due. Teachers shall forfeit their pay for absence from any cause **excepting sickness,** in which case an **allowance of twenty-five per cent.** of the regular salary will be made for absences not exceeding twenty days in any one term. **Teachers** appointed at the beginning of the school year will **not** be regarded as being **in the service of the District** until they have entered upon their duties.

6.—The **special teachers in Music and Drawing** shall visit regularly and impartially the several rooms in which they are expected to instruct; and the **teachers** in those departments **shall be present** to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—**Teachers shall take special care** that their school rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall **permit no damage** to the school property or buildings, and whenever it is done by accident or intention, they **shall give prompt notice to the Secretary,** who shall require the offender to make good the injury.

8.—The **teacher** in each room shall keep an **accurate register** of the names, ages and residences of pupils, and the names of their respective parents or guardians; and **shall keep such records** as the Committee on Schools may require, and **shall report** the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—**Teachers shall prepare** for inspection, during the **second week** of each term, **time tables** indicating the daily exercises of the room.

10.—**Teachers** in all rooms above the **fourth grade shall send a weekly report** to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—**Teachers shall investigate** all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of **ten instances** of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil **may be transferred** by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. **No excuse** for absence or tardiness **shall be accepted,** unless it allege sickness, or some equally imperative necessity.

12.—Teachers **shall record absence occasioned by sickness** until such absence shall amount to **ten successive half days,** after

which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. **Pupils detained** from school **for the religious observance** of Holy-days, will be excused by bringing written notice from their parents to that effect.

13.—No teacher shall receive a child as a pupil **after having been withdrawn** for any cause, **without a ticket** from the office of the Board of Education, and if the pupil withdrawn **shall return within ten half days** from the time of withdrawal, the **whole number of half days** from the time of withdrawal to return shall be counted as absence.

14.—Teachers shall, so far as possible, govern by kindness and by appeals to the better nature of pupils. **Corporal punishment** shall be administered **only in extreme cases,** and **never at the same session** of school in which the offense was committed; nor by a subordinate teacher, **until the case has been reported to the Principal;** and the **teacher shall keep a record** of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

15.—Teachers **may detain pupils half an hour** at the close of the afternoon session, and **no longer and at no other time,** for discipline, or to make up neglected lessons.

16.—**Teachers shall attend all meetings** called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms, **there shall be an examination** in all the studies of each room, conducted **by the Principal,** who **shall make a written report** to the Board of the progress and condition of the several rooms under his charge.

18.—The **Principals of schools may prescribe special rules** for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The **promotions** in the various schools **shall be made by the Principal,** under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—**If the parent** or guardian **shall not provide** the required **text-books,** the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the Secretary shall loan to the pupil the required books.

21.—**Parents** and others desiring information or feeling **aggrieved, should consult the Superintendent at the office of the Board,** or the Principal **out of school hours.** They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—**Principals shall request** the parents of pupils who may be specially exposed to **contagious diseases,** to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the **close of the year,** every teacher **shall report to the Superintendent** the names of such pupils as have been **punctual attendants.**

XXI.

GRADATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded:

1.—For the **lowest grade** of teachers **a salary shall be paid** at such a rate **as the Board,** at the annual election of teachers, **may determine.**

2.—For **each subsequent year $50 may be added** to the salary of the previous year (provided the services of the teacher are approved by the Board), until the salary shall reach the **maximum of the grade** in which the teacher is employed.

3.—The Training Teachers shall be paid for their services as follows:—For the **first ten weeks,** at the rate of $150 per annum; for the **second ten weeks,** at the rate of $200 per annum; and after **thirty weeks,** at the rate of $300 per annum, until regularly appointed.

4.—**Salaries not included above,** will be fixed as, in the judgment of the Board, circumstances may require.

5.—The graduates of the High School, for the current year, shall have preference in appointments to the Training Schools, over all other applicants.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools **are free** to those children only whose parents or guardians **reside in the District.** When there are seats not required by children belonging to the District, **pupils, not residents, may be received** as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term or balance of the term, on which the pupil proposes to enter; at the rate of **forty dollars a year,** or one dollar a week in the High School; and **twenty dollars a year,** or fifty cents a week, in all schools below the High School.

2.—**No pupil** shall be admitted **without a ticket** obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

3.—No child shall be admitted to any **lowest primary room** after the expiration of the **first week of any term,** unless such child shall be able to enter one of the regular classes.

4.—No child **under five years** of age shall be admitted as a member of the public schools.

XXIII.

DUTIES OF PUPILS.

1.—**Pupils shall be regular and punctual** in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—**No scholar** shall be allowed **to enter** or remain a member of any **public school out of his or her own district,** except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in **case of removal** from one district to another, **to continue** their children, till the end of the school year, in the school in which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—**Pupils shall make up neglected lessons,** unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5.—**Any pupil guilty of profanity,** obscenity, truancy or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking or otherwise injuring the school buildings or other school property, or guilty of any other serious misdemeanor, **shall be immediately reported to the Superintendent,** and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—**No scholar** shall be allowed **to remain** in any school-room **during the noon recess,** unless a teacher be present.

7.—**No pupil** shall be allowed **to be absent** from school during the regular sessions, **to take Music, Dancing or other lessons.**

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following **course of discipline.**

1.—For the **first offense** in addition to the ordinary school discipline, the name of the offender shall be reported to the Superintendent, by whom it shall be recorded, and then given to **the Secretary,** whose duty it shall be **to see the parents** or guardians of the offender, make himself acquainted with the circumstances of the case, and **notify them** of the consequences of such conduct, if persisted in. **For a second offense** the pupil, if he be a **member of the High School,** shall be suspended from school attendance for two weeks; and **for a third offense** shall be transferred by the Superintendent to the truant school; and in the case of a **member of the grammar school,** upon the **second offense,** he shall be transferred by the Superintendent to the truant school.

2.—**Whenever a pupil is transferred to the truant school,** notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and **in case of non-attendance** of such pupil, shall immediately notify the Secretary.

3.—It shall be the **duty of the Secretary,** on receipt of such notice, to **inquire** into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—**No pupil thus transferred** to the truant school shall be permitted to **enter another school,** except by recommendation of the teacher of the truant school and with the approval of the Superintendent.

XXV.

ELECTION OF JANITORS.

Janitors shall be **elected** annually, at the last meeting of the Board **in the month of June,** unless the election be deferred to a future meeting.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the **duty of Janitors** to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 4½ o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates thirty minutes before nine o'clock A.M., and fifteen minutes before two o'clock P.M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order; and to sharpen all pencils used in the schools.

8.—To sprinkle the yards and streets in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the front yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

11.—To make all minor repairs not requiring the services of skilled artisans.

12.—Janitors will perform the above duties subject to direction by the Principals of schools, and will render assistance by every reasonable means at the call of the Principals.

13.—At the High School and all Grammar Schools, janitors will be expected to give, substantially the whole of their working time to their duties in connection with the school buildings.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The **school year shall begin** during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually designate.

2.—The **regular holidays** shall be Thursday and Friday of Thanksgiving week, Fast Day, Decoration Day, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—**The regular school hours** shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with appropriate devotional exercises.

5.—In case of a **violent storm,** the Superintendent will indicate, through the Fire Alarm Telegraph (1–1 and repeat), that the morning session will be prolonged to 1 o'clock.

6.—The public are invited to visit the schools; but **teachers shall not deviate from their usual exercises,** except by request of some member or officer of the Board.

7.—**No one** shall be allowed **to offer** on the school premises **anything for sale,** examination or exhibition; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature.

XXVIII.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year **pupils** in the highest grade of the Grammar schools, who pass the prescribed examination, **are promoted** to the Hillhouse High School.

2.—**Examination** for the promotion **shall be in writing,** and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each school, under the direction of the Superintendent. All applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—**Instruction may be given** in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German, Greek and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music, and Drawing.

4.—**The particular order** and manner in which instruction shall be given in the branches taught in the High School **shall be arranged by the Superintendent and Principal** of the school, subject to the approval of the Committee on Schools.

5.—**Admission** to this department shall be made **only at the beginning of the year,** unless the candidate shall be qualified to enter the regular course.

HILLHOUSE HIGH SCHOOL.

CLASSICAL DEPARTMENT.

	Time. Each term 20 weeks.	Latin.	Greek.	Mathematics.	History, Geog., &c.
Fourth Class.	1st Term.	Grammar	Botany or Phys. Geog.	Arithmetic and Book K.	Roman. Hist.
	2d Term.	and Reader.		Algebra.	Physiology.
Third Class.	1st Term.	Cæsar.	Grammar and White's Lessons.	Algebra.	Rhetoric.
	2d Term.	Cæsar.		Algebra.	Greek Hist.
Junior Class.	1st Term.	Vergil.	Goodwin's Greek Reader.	Geometry.	Physics.
	2d Term.	Vergil.		Geometry.	Chemistry.
Senior Class.	1st Term.	Cicero.	Homer.	Mod. Hist.	French or
	2d Term.	Cicero.	Homer and Reviews.		German.
Summer.		Reviews.			

Exercises in Latin and Greek Prose Composition throughout the Course.

HILLHOUSE HIGH SCHOOL.

ENGLISH DEPARTMENT.

FOURTH CLASS.

First Term (20 *weeks*).	*Second Term* (20 *weeks*).
Arithmetic.	Algebra.
Physical Geography.	*Book-keeping.*
Botany.	*Physiology.*
French, German.	*French, German.*

THIRD CLASS.

Algebra.	Algebra.
Rhetoric and English Language.	*Science of Government.*
Ancient History.	*Mediæval History.*
French, German.	*French, German.*

JUNIOR CLASS.

Geometry.	Geometry.
Physics.	Chemistry.
Modern History.	English Literature.
French, German.	*French, German.*

SENIOR CLASS.

Geology.	
Astronomy.	
English Literature.	Reviews.
Trigonometry.	
French, German.	

In the first term of the Fourth Class, the study of Arithmetic is mainly a review, in order that those who come from different schools may be equally prepared for severer mathematical work. There are but three recitations in this study each week, all the class having a composition exercise the other two days. In the second term also, all the class have either composition or declamation twice a week in place of some optional study, or "general exercise."

During the last three years all pupils have either composition or declamation at least once each week.

There is a "general exercise" for the whole school daily, in either reading, writing, spelling, singing, composition or declamation.

Each pupil in the "Regular Course" is expected to have three studies and one "general exercise" each day. The studies in Roman type are prescribed; those in *Italics* are optional.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

N. B.—Keep all studies thoroughly reviewed.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Intermediate Reader commenced. Directions as heretofore.

Spelling.—As before.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Chart No. 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of North America.

Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar. Swinton's Language Primer.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Intermediate Reader. Give careful attention to modulation.

Spelling.—As before.

Writing.—Book 2, with practice paper.

Drawing.—Chart No. 10.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. South America. 2. Europe.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each Chapter, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

REMARKS ON THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. The experience of each year will enable us to ascertain what modifications may be necessary to render the scheme more complete.

I.—The "Tabular View" presents the whole course of study, divided into *forty equal parts*, to correspond with the same number of periods of time, each comprising *eight weeks*. This furnishes a convenient *scale* of forty degrees, upon which the pupils of our schools are classified.

II.—Teachers should ascertain, at the outset, what *subjects* are to be taught during each *period of time*, and should aim to make each pupil master every part of the course assigned to the period.

III.—The *youngest class* in the grade is to complete the work assigned for each *period;* and this class will determine the *grade* to which the *room belongs*. The progress of the older classes should not be hindered by those less advanced.

IV.—Teachers must take *special care* that all studies shall be advanced equally, as determined by the scheme; that no *favorite* study or exercise shall receive undue attention, to the neglect of other studies.

V.—If a teacher is not able to take her class thoroughly over the work assigned for each period, there is reason for investigation on her part, to determine the cause of failure, and to seek how to avoid it in future. *Aim to keep the classes on the grade.*

VI.—Each Principal is at liberty to make a more detailed scheme of studies for each *period*, to be limited by the general scheme, as defined by the foregoing table. The Principals are expected to see that every teacher, in their respective districts, shall give faithful and satisfactory instruction as required by this scheme, and report their results of examinations to the Superintendent, near the end of the Fall and Winter Terms.

VII.—N. B.—Teachers must be careful to *keep themselves familiar* with *those parts* of this "Course of Study" which pertain to *their own grades*, and to *follow faithfully the directions given.*

COURSE OF STUDY.

THE FOLLOWING COURSE OF STUDY IS MADE OBLIGATORY BY THE BOARD UPON ALL THE GRADED SCHOOLS.

GRADE I.—FIRST YEAR.

SUMMER TERM.

Reading.—Lessons from cards and blackboard. Monroe's Reading Charts begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Printing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Chart No. 1.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not* proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

FALL TERM.

Reading.—Charts. Enunciation and phonic elements to be carefully applied in the reading exercises.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Chart No. 1.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc. Form sentences orally.

Morals, Manners, Maxims, Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."

WINTER TERM.

Reading.—Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—Spell words found in the reading; also, names of familiar objects, and words used by the children. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters; teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Chart No. 2.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, *teacher placing the exercises on the blackboard.* Review definitions at close of term.

Physical Exercise.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right in everything at all times.

N. B.—Keep all studies thoroughly reviewed.

GRADE II.—SECOND YEAR.

SUMMER TERM.

Reading.—Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Chart No. 2.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher *improvising* in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment, and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

FALL TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 3.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35, Jepson's Music Reader, Book First. Teachers *improvise* same class of exercises at each lesson. Drill 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses; their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

WINTER TERM.

Reading.—Follow previous directions.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 3 and 4.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred.

Singing.—Finish Chapter 39, Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained? What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

N. B.—Keep all studies thoroughly reviewed.

GRADE III.—THIRD YEAR.

SUMMER TERM.

Reading.—Third Reader.

Spelling.—Patterson's Speller. See Tabulated Scheme. The teacher should add other words in common use, and require the children to combine them in sentences.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Chart No. 4.

Arithmetic.—French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Roman numerals to one thousand. Pupils are *not to have a book.* Teacher must dictate the questions.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book First. Spend six weeks on the subject of Chapter 40, *improvising* at each exercise, introducing each third of the scale with eighth notes separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employment. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments, and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success: if he gets a bad name, is dishonest, a cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

FALL TERM.

Reading.—Third reader continued. Observe directions previously given. Special care to be taken to *express* the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Spelling and Slate Writing.—As before.

Drawing.—Charts Nos. 4 and 5.

Arithmetic.—French's First Lessons. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 47, Jepson's Music Reader, Book First. Spend four weeks each, on Chapters 42, 45. *Improvise* at each exercise, introducing the fourths and fifths of the scale with eighth notes, separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

WINTER TERM.

Reading.—Third Reader. Directions as before.

Spelling.—As before.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Chart No. 5.

Arithmetic.—French's First Lessons. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher. Teacher only to use the book.

Singing.—Finish Chapter 51, Jepson's Music Reader, Book First. Spend four weeks each on Chapters 48, 49, 50 and 51. *Improvise* single part exercises daily, preferring them to exercise with syllables applied. Daily drill, 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

N. B.—Keep all studies thoroughly reviewed.

GRADE IV.—FOURTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Patterson's Speller. The teacher should write other words in common use on the blackboard and require the class to combine them in sentences. Require *definitions* of some words, at every lesson.

Writing.—As before.

Drawing.—Chart No. 6.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Harper's Introductory. Draw Map on p. 22.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D, preferring them to exercise with syllables applied. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instructions lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

FALL TERM.

Reading.—Fourth Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Book No. 1, Spencerian shorter course, with lead pencil, to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 6 and 7.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Harper's Introductory. Draw Map of 1. New England. 2. Middle Atlantic. 3. South Atlantic and South Central. 4. North Central States.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two or more examples of each to be thoroughly studied. Also color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

WINTER TERM.

Reading.—Fourth Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, Shorter Course, with analysis.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic; to be used only by the teacher.

Geography.—Harper's Introductory. Draw Map of 1. West Central States and States of the Plains. 2. Western or Highland States. 3. United States.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification same as last term. The following to be studied; vulture, mocking-bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

N. B.—Keep all studies thoroughly reviewed.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Intermediate Reader commenced. Directions as heretofore.

Spelling.—As before.

Writing.—Spencerian, Book No. 2, with practice paper.

Drawing.—Chart No. 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of North America.

Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals: whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar. Swinton's Language Primer.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Intermediate Reader. Give careful attention to modulation.

Spelling.—As before.

Writing.—Book 2, with practice paper.

Drawing.—Chart No. 10.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. South America. 2. Europe.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each Chapter, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right *choice* of objects; right *way* of securing them; right *time* for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

WINTER TERM.

Reading.—Intermediate Reader.

Spelling.—As before.

Writing.—Book No. 3, and practice paper.

Drawing.—Chart No. 11.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. Asia. 2. Africa.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly; whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Swinton's Language Primer.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.—SIXTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. Former directions to be observed through this grade.

Spelling.—Former directions to be observed this grade.

Writing.—Spencerian Writing Book, No. 3, with practice paper and analysis.

Drawing.—Chart No. 12.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, each scholar to write out all the transpositions of the scale, teacher improvising single part exercises on the subject of each lesson; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons. Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit, importance of good; consequences of bad; who are slaves under control of habit.

FALL TERM.

Reading.—Fifth Reader.

Spelling.—As before.

Writing.—Writing Book No. 3½.

Drawing.—Charts Nos. 13 and 14.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of 1. New England. 2. Connecticut. 3. Middle Atlantic. 4. South Atlantic and South Central. 5. Central North Division.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given. Teacher must not fail to improvise exercises, introducing each new accidental.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons. Some object from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

WINTER TERM.

Reading.—Fifth Reader.

Spelling.—As before.

Writing.—Writing Book Nos. 3½ and 4, with practice paper and analysis.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of 1. West Central and States of the Plains, North Division. 2. West Central and States of the Plains, South Division. 3. Highland States. 4. United States.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and Foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons or Grammar. Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals in those with whom they associate in private and public life.

N. B.—Keep all studies thoroughly reviewed.

GRADE VII.—SEVENTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. Vocal drill and all previous directions, are to be regarded by this grade.

Spelling.—Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Book No. 4, with practice paper. Analysis and blackboard illustrations.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's New Language Lessons.

Geography.—Harper's School. Draw Map of 1. Dominion of Canada, East and West. 2. Mexico and West India Islands. 3. South America.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

FALL TERM.

Reading.—Fifth Reader.

Spelling.—As before.

Writing.—Writing Book 4½.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's Language Lessons, as last term.

Geography.—Harper's School. Draw Map of 1. Europe. 2. British Islands. 3. Western and Central Europe. 4. German Empire. 5. Asia.

Singing.—Jepson's Music Reader. Same as for second term, grade six.

Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and employed.

WINTER TERM.

Reading.—Sixth Reader.
Spelling.—As before.
Writing.—Writing Book, No. 4½.
Drawing.—Chart No. 17.
Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.
English Grammar.—Swinton's Language Lessons.
Geography.—Harper's School. Draw Map of 1. Greek Archipelago. 2. Africa.
History U. S.—Anderson's Grammar School.
Singing.—Jepson's Music Reader. Same as for the third term, grade six.
Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.
Language.—As during first term.
Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.—EIGHTH YEAR.

SUMMER, FALL AND WINTER TERMS.

Reading.—Sixth Reader. See directions for Grade VII, first term.
Spelling.—Patterson's Speller and Analyzer.
Writing.—Books Nos. 5 and 7, with practice in rapid writing.
Drawing.—Charts 18, 19 and 20.
Arithmetic.—1st term, French's Common School Arithmetic. Eaton's Intellectual Arithmetic. 2d term, completes French's Common School Arithmetic, and 3d term review it.
English Grammar.—Swinton's.
History U. S.—Anderson's Grammar School.
Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.

Language,
Oral Instruction,
Morals and Manners, } As during first term, Grade VII, or any topic previously given.

N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

JANITORS.

High School,	William Tully,	$575	244 Congress Av.
Eaton School,	Nehemiah Bristol,	575	25 Clark.
Webster School,	John W. Mattingly,	500	6 College.
Dwight School,	George W. Judd,	500	66 Martin.
Wooster School,	David Sturgis,	500	29 Greene.
Skinner School,	Henry S. Loper,	500	68 Bradley.
Washington School,	James O'Brien,	500	18 Salem.
Woolsey School,	John Weld,	500	138 Saltonstall Av.
Hamilton School,	Patrick Hall,	500	83 Grand.
Cedar Street School, / Whiting Street School,	Henry W. Blakeslee,	450	77 Washington.
Dixwell School,	John W. Munson,	400	100 Webster.
Grand Street School,	Owen A. Monson,	400	42 Pierpont.
Fair Street School,	Isaac Martyn,	300	10 Brewery.
Division Street School,	James Henry,	300	Shelton Avenue.
Edwards Street School,	Michael Cannavan,	200	Anderson.
West Street School,	John Kallaher,	200	5 Hedge.
Greenwich Av. School,	Michael Reardon,	200	Clark Avenue.
Oak Street School,	James Keegan,	200	31 Auburn.
Davenport Av. School,	E. S. Willis,	200	27 Asylum.
Humphrey Street School,	Michael Hughson,	200	177 Franklin.
Hallock Street School,	Michael McCarton,	200	101 Lafayette.
Lloyd Street School,	R. N. Strickland,	200	174 Chapel.
Small Schools, Evening Schools, Office, estim.,		550	

1800

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending Aug. 31, 1881.

NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1881.

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PUBLIC LIBRARY
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NEW HAVEN CITY SCHOOL DISTRICT.

SCHOOL CALENDAR FOR 1881-82.

1881.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Sept.						1	2	3
	1	4	5	6	7.	8	9	10
	2	11	12	13	14.	15	16	17
	3	18	19	20	21.	22	23	24
	4	25	26	27	28.	29	30	
Oct.								1
	5	2	3	4	5.	6	7	8
	6	9	10	11	12.	13	14	15
	7	16	17	18	19.	20	21	22
	8	23	24	25	26	27.	28	29
		30	31					
Nov.	9			1	2	3.	4	5
	10	6	7	8	9	10.	11	12
	11	13	14	15	16	17.	18	19
		20	21	22	23	24	25	26
	12	27	28.	29	30			
Dec.						1	2	3
	13	4	5.	6	7	8	9	10
	14	11	12.	13	14	15	16	17
	15	18	19.	20	21	22	23	24
		25	26	27	28	29	30	31
1882.	16	1	2.	3	4	5	6	7
Jan.	17	8	9.	10	11	12	13	14
	18	15	16.	17	18	19	20	21
	19	22	23.	24	25	26	27	28
	20	29	30.	31				
					1	2	3	4
Feb.	21	5	6.	7	8	9	10	11
	22	12	13.	14	15	16	17	18
	23	19	20.	21	22	23	24	25
	24	26	27.	28				

1882.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Mar.					1	2	3	4
	25	5	6.	7	8	9	10	11
	26	12	13.	14	15	16	17	18
	27	19	20.	21	22	23	24	25
	28	26	27.	28	29	30	31	
April.								1
	29	2	3.	4	5	6	7	8
	30	9	10	11.	12	13	14	15
	31	16	17	18.	19	20	21	22
	32	23	24	25.	26	27	28	29
		30						
May.			1	2	3	4	5	6
	33	7	8	9.	10	11	12	13
	34	14	15	16.	17	18	19	20
	35	21	22	23.	24	25	26	27
		28	29	30	31.			
June.	36					1	2	3
	37	4	5	6	7.	8	9	10
	38	11	12	13	14.	15	16	17
	39	18	19	20	21.	22	23	24
	40	25	26	27	28.	29	30	
July.								1
		2	3	4	5	6	7	8
		9	10	11	12	13	14	15
		16	17	18	19	20	21	22
		23	24	25	26	27	28	29
		30	31					
Aug.				1	2	3	4	5
		6	7	8	9	10	11	12
		13	14	15	16	17	18	19
		20	21	22	23	24	25	26
		27	28	29	30	31		

Fall Term begins Thursday, Sept. 1; ends Dec. 23.—15 weeks and 4 days.
Winter Term begins Monday, Jan. 2; ends April 28.—16 weeks and 4 days.
Summer Term begins Monday, May 8; ends June 28.—7 weeks and 2 days.

Number of School weeks in the year,—40.
Number of school days in the year,—200.

Annual State Fast (Good Friday), April 7.
State Teachers' Association. October 14, which may come one week earlier or later
NOTE.—School Days, and No. of Weeks in left hand margin are printed in prominent figures.

SCHOOL OFFICERS.

BOARD OF EDUCATION.

HARMANUS M. WELCH, PRESIDENT.

	Term expires.
SAMUEL HEMINGWAY,	1881
ARTHUR D. OSBORNE,	1881
JOSEPH J. SWEENEY,	1881
NATHAN T. BUSHNELL,	1882
PATRICK MAHER,	1882
JOSEPH GILE,	1882
HARMANUS M. WELCH,	1883
MAIER ZUNDER,	1883
HENRY F. PECK,	1883

COMMITTEE OF FINANCE:

SAMUEL HEMINGWAY, HARMANUS M. WELCH,
JOSEPH J. SWEENEY.

COMMITTEE ON SCHOOLS:

ARTHUR D. OSBORNE, MAIER ZUNDER,
PATRICK MAHER.

COMMITTEE ON SCHOOL BUILDINGS:

NATHAN T. BUSHNELL, HENRY F. PECK,
JOSEPH GILE.

SUPERINTENDENT:
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TREASURER:
HARMANUS M. WELCH.

COLLECTOR:
THEODORE A. TUTTLE,

AUDITORS:

FRANCIS E. HARRISON, RICHARD F. LYON.

REPORT

OF THE

BOARD OF EDUCATION.

A QUARTER of a century has now elapsed since the free public schools of New Haven were organized under a Board of Education.

During this period, the population of our city has more than doubled, the number of our school buildings has increased from nine to thirty, the number of teachers from fifty to two hundred and thirty-eight, the number of pupils from twenty-five hundred to ten thousand and the annual expense of our schools from $25,000 to $175,000.

Year by year our fellow citizens have been called upon to express their opinion of the general value of our schools, their approval or disapproval of their management, and their willingness to sustain this important factor in our municipal welfare.

While a difference of opinion exists and will always exist in an intelligent and free spoken community, as to particular details of our school management, it is beyond question that an overwhelming public sentiment demands that our schools be second to none in giving a thorough common school education to more than ten thousand

children who during the year are found in our schools, many of whom, without a system of free school instruction, would go forth to fight the hard battle of life, very inadequately provided for the conflict.

With each year, it becomes increasingly evident that the interest which at first a limited number of public-spirited citizens took in the welfare of our schools has been superseded by a general public sentiment which demands that our schools shall have every benefit which intelligent and careful superintendence, efficient instruction, and wise discipline can give.

The condition of our schools for the last twelve months and the expense at which they have been maintained will be found in the reports of the Superintendent and the Secretary, which are appended.

The last addition to our school accommodations has been made by the recent erection of a beautiful edifice on Ferry street, with 400 seatings. The original contract for the building amounted to nearly $15,000, but as it seemed desirable to the Board to finish the second story, at once, a subsequent contract was made for the entire completion of the edifice, together with heating apparatus, concreted walks, iron fences, etc., which brings the entire cost to about nineteen thousand dollars. By the recent action of the Legislature and the towns of New Haven and East Haven, the two small school districts of East Haven lying immediately north and south of East Grand street have been placed under the New Haven Board of Education, to take effect from the 20th of the present month.

Should the Woodward-town, and South End districts, which have been incorporated into the town of New Haven, but still retain their independent district organiza-

tions, conclude to become united with this district, as it is intimated that they will do, the New Haven City School District will then be co-terminous with the town boundaries, with the single exception of Westville.

Such is the rapid growth of our city and the increasing popularity of the public schools that each year brings with it the necessity for increased school accommodations. The Dwight School is already crowded and some relief will soon be imperatively called for. Indeed it may be found necessary to take the subject into immediate consideration.

Under all the circumstances, the Board do not feel justified in recommending a tax for the ensuing year less than 2 mills on the dollar. The tax laid at the last annual meeting was 2¼ mills—the year previous, 2½ mills.

In February last, the High School building took fire in a manner which is not fully understood. The loss was appraised by competent experts at $2,569.24—which was promptly paid by the several insurance agencies, to the entire satisfaction of the Board.

The terms of office of Samuel Hemingway, Arthur D. Osborne and Joseph J. Sweeney as members of the Board expire the present year, and these vacancies are to be filled at the ensuing annual meeting of the district.

In behalf of the Board,

H. M. WELCH, *President.*

NEW HAVEN, August 31, 1881.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submits the following Report, including the accounts of the Treasurer and Secretary:

TREASURER'S ACCOUNT.

RESOURCES.

1880.			
Sept.	9,	By Balance from old account,	$22,191.84
"	25,	" William Hillhouse, Collector of Taxes,	5,106.14
"	30,	" Town of New Haven, account of Tax,	25,000.00
Oct.	11,	" William Hillhouse, Collector of Taxes,	2,732.89
Nov.	8,	" William Hillhouse, Collector of Taxes,	1,559.93
Dec.	2,	" Town of New Haven, account of Tax,	20,853.05
"	7,	" Horace Day, Tuition Collections,	500.00
"	9,	" State of Connecticut for Library,	565.00
1881.			
Jan.	13,	" William Hillhouse, Collector of Taxes,	1,613.66
Feb.	3,	" Theodore A. Tuttle, Collector of Taxes,	566.40
"	14,	" Loan from First National Bank,	15,000.00
"	23,	" C. S. Thompson, Insurance,	64.30
"	23,	" Sperry & Kimberly, "	192.87
"	24,	" Security Company, "	127.31
"	25,	" Charles Wilson, "	320.20
"	25,	" H. L. & J. S. Cannon, "	128.60
"	26,	" Phœnix Co., Brooklyn, "	64.29
"	26,	" C. B. Bowers, "	257.18
"	28,	" A. E. Dudley & Son, "	64.29
"	28,	" John G. North, "	257.18
"	28,	" M. Herrity, "	257.18

Mar.	3,	By Connecticut School Fund,	$10,183.60
"	3,	" Connecticut, from Civil List,	21,822.00
"	3,	" Theodore A. Tuttle, Collector of Taxes,	1,096.24
"	5,	" G. Morse, Insurance,	514.36
"	7,	" Frisbie, Chase & Co., Insurance,	257.18
"	8,	" Pond Bros., Insurance,	64.30
"	10,	" Horace Day, for Tuition,	500.00
"	30,	" Income from Town Deposit Fund,	1,569.92
Apr.	4,	" Theodore A. Tuttle, Collector of Taxes,	1,251.96
"	28,	" Loan from Second National Bank,	15,000.00
May	3,	" Theodore A. Tuttle, Collector of Taxes,	930.04
"	24,	" Horace Day, for Tuition,	500.00
June	2,	" Theodore A. Tuttle, Collector of Taxes,	593.04
"	3,	" Loan from Estate of B. M. Hill,	20,000.00
July	8,	" Theodore A. Tuttle, Collector of Taxes,	4,613.23
"	18,	" Theodore A. Tuttle, " " "	10,000.00
Aug.	10,	" Theodore A. Tuttle, " " "	50,000.00
Sept.	6,	" Theodore A. Tuttle, " " "	31,883.73
"	7,	" Horace Day, for Tuition, etc.,	241.53
		Carried forward,	$268,443.44

EXPENDITURES.

Total amount of orders paid,		242,377.42
Balance to new account,		26,066.02
Total,		$268,443.44
Unpaid orders,	$1,282.15	

Respectfully submitted,

H. M. WELCH, *Treasurer.*

NEW HAVEN, Sept. 9, 1881.

The undersigned having examined the accounts and vouchers of H. M. Welch, Treasurer of the New Haven City School District for the year ending Sept. 1, 1881, find the same correct, and that a balance of Twenty-six thousand and sixty-six dollars and two cents ($26,066.02) was due by said Treasurer to said District on said date.

RICHARD F. LYON,
FRANCIS E. HARRISON, } *Auditors.*

NEW HAVEN, CONN., Sept. 9, 1881.

SECRETARY'S ACCOUNT.

The expenditures for the year ending August 31, 1881, have been as follows, viz:

Salaries of Teachers,	$138,500.76	
" Janitors,	8,627.00	
" Superintendent,	2,700.00	
" Secretary,	2,475.00	$152,302.76
Fuel,		5,741.53
Rent—Hamilton School,	1,000.00	
German-English School,	275.00	
		1,275.00
Collector, School Tax, (8 months),		458.28
Printing—Annual Report, and Rules of the Board,	488.73	
High School Reports and other printing,	68.75	
Papers for High School Examinations,	71.00	
Papers for High School Graduation,	13.75	
Registers and Record Books,	68.00	
Report Blanks to Superintendent,	31.00	
Advertising,	72.60	
Circulars and Schedules,	19.75	
High School Catalogue,	28.00	

Printing Merit Cards,	$15.00	
Absence Cards,	20.00	
Supply Orders and Pay Rolls,	22.00	
School Diaries,	29.41	
Grammar School Examination Papers,	3.00	
Drawing Cards,	9.00	
		$959.99
Books, Philosophical and Chemical Apparatus, etc., High and Grammar Schools,	1,569.30	
School Books,	407.29	
Maps and charts,	74.75	
		2,051.34
Stationery—Writing Paper,	489.05	
Drawing paper,	151.00	
Lead pencils for drawing and writing,	238.30	
Slate " " "	45.60	
Pens,	211.62	
Pen holders and pen racks,	49.45	
Ink,	99.63	
Ink stands, ink wells and covers,	5.37	
Chalk crayons,	42.00	
Envelopes,	16.35	
Blank Book, Grand List,	12.00	
Letter Files and Binders,	5.25	
Blank Books,	3.00	
Music Paper,	6.00	
		$1,374.62
Supplies for Janitors—Brooms,	16.94	
Floor Brushes,	112.50	
Feather and Counter Dusters,	61.54	
Mats and Matting,	60.00	
Shovels, Hods and Dust Pans,	5.38	
Baskets, Pails and Cups,	15.35	
Step Ladders,	8.06	
Wheel Barrows,	24.00	
Hose, Hose Reels and watering,	40.56	
Thermometers,	2.38	
Black Board Rubbers,	55.17	
Copperas,	23.19	
		$425.07

Miscellaneous—Annual School Meeting,	$104.12	
Enumerating Children,	363.72	
Assessors' Bill for making Grand List,	500.00	
Cleaning School-houses,	575.35	
Furniture and Repairs,	1,041.42	
Musical Instruments and Repairs,	65.50	
Clocks and Repairs,	83.31	
Gas and Oil for Ev'g Sch., Office, High Sch.,	160.25	
Travel and Carriage Hire,	56.00	
Freight, Express, Carting and Errands,	69.55	
Postage,	21.62	
Auditor,	10.00	
Curtains,	112.70	
High School Diplomas,	62.00	
High School Graduation Exercises,	11.25	
Rent of Telephones,	166.45	
Collector's Safe, &c., (pro rata),	142.57	
Insurance,	2,077.20	
Work in office,	23.00	
Grass Seed, Manure, &c.,	6.14	
		$5,652.15
Repairs—Furnaces, Stoves and repairs in all schools,	673.21	
High School,	1,689.91	
Webster "	254.45	
Eaton "	224.13	
Wooster "	177.36	
Dwight "	230.16	
Skinner "	265.67	
Washington School,	61.15	
Cedar St. "	220.25	
Dixwell "	394.58	
Grand St. "	22.30	
Fair St. "	500.94	
Woolsey "	99.59	
Division St. "	80.35	
Carlisle St. "	35.00	
Oak St. "	41.86	
Hamilton "	4.00	
Davenport Av. "	5.50	
Edwards St. "	99.75	

Repairs and Improvements—West St. School,	$56.32	
Lloyd St. School,	46.50	
Humphrey St. School,	1.15	
Greenwich Av. "	23.75	
German-English "	4.37	
Hallock St. "	84.33	
Whiting St. "	17.85	
Black Boarding in sundry Schools,	123.19	
		$5,437.62
Ordinary Expenses,		$175,678.36

EXTRAORDINARY EXPENSES.

Ferry St. School House,		
Mason's Contract,	8,781.00	
Joiner's Contract,	6,119.00	
Architect and Superintendent,	157.02	
Lightning Rods,	147.50	
Extra grading, etc.,	84.91	
		$15,289.43
Lloyd St., Concrete Walks,	$105.74	
Joiners' Extras,	104.61	
		$210.35
Hallock St., Extras,		$215.57
Skinner School, Brick Wall,		279.00
Interest on Permanent Loans,		1,000.00
Interest on Temporary Loans,		681.25
Piano, Woolsey School,		290.00
Temporary Loans paid,		50,000.00
Extraordinary Expenses,		$67,965.60
Total Expenses,		$243,643.96

Ordinary Expenses for the year ending September 1, 1881,	$175,678.36
" " " " " 1880,	164,019.33
Increase,	$11,659.03
Extraordinary Expenses for the year ending September 1, 1881,	$67,965.60
" " " " " 1880,	92,874.29
Decrease,	$24,908.69

NEW HAVEN, Sept. 9, 1881.

The undersigned have examined the bills, accounts, and vouchers of Horace Day, Secretary of New Haven City School District, for the year ending September 1, 1881, and find the same correct.

RICHARD F. LYON,
FRANCIS E. HARRISON, } *Auditors.*

The ordinary expenses of the School District, for the year commencing September 1, 1881, are estimated by the Committee as follows, viz:

Salaries of Teachers,	$146,000.00
" Officers,	5,175.00
" Janitors,	9,000.00
Books, Stationery and Printing,	4,000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500.00
Rent of School-houses,	1,275.00
School Census and making Grand List,	1,000.00
Cleaning School-houses,	600.00
Fuel,	5,500.00
Repairs,	4,000.00
Contingencies,	1,000.00
Interest on Temporary Loans,	1,500.00
" " Permanent Loans,	1,000.00
	$180,550.00

The following real estate owned by the District is estimated as nearly as possible at its original cost.

Webster School Lot and Building,	$ 23,000.00
Eaton School Lot and Building,	46,300.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,	8,500.00
Cedar Street School Lot and Building,	7,000.00

Whiting Street School Lot and Building,	$ 2,000.00
Wooster School Lot and Building,	25,000.00
Fair Street School Lot and Building,	12,400.00
Skinner School Lot and Building,	46,000.00
Washington School Lot, Building and Furniture,	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,	7,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	24,000.00
Woolsey School Lot, Building and Furniture,	45,000.00
West Street School Lot, Building and Furniture,	18,200.00
Greenwich Avenue School Lot, Building and Furniture,	10,350.00
Davenport Avenue School Lot, Building and Furniture,	15,200.00
Humphrey Street School Lot, Building and Furniture,	14,350.00
Hallock Street School Lot, Building and Furniture,	14,800.00
Lloyd Street School Lot, Building and Furniture,	11,300.00
Ferry Street Lot and Building,	17,300.00
	$601,900.00

The indebtedness of the District is now $20,000.

Respectfully submitted,

SAMUEL HEMINGWAY, *Chairman.*

NEW HAVEN, Aug. 31, 1881.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the New Haven City School District:

GENTLEMEN:—Herewith I submit my sixteenth annual report of the schools under your care, for the year ending August 31st, 1881.

The events of a prosperous year in the schools leave little to be said, at the end, which has not been substantially reported as the fortunate experience of previous years. But quiet and uneventful as the work of the school is, it is consistent with great activity and energetic effort; yet, because the results are not made directly visible, like the material productions of the mechanic's skill, the too common impression is, that the duties of the teacher are easy and that the movements of a school are automatic. Few persons, unfamiliar with school processes, can realize the amount of mental labor and nerve exhaustion required of two hundred and thirty teachers, in training and teaching the ten thousand children committed to their care. Nor is the oversight of the whole a light task, demanding, as it does, incessant thought in devising the general plan of operations and vigilant attention to countless details, from the beginning to the end of the year.

Whatever success has been attained is due, in a large measure, to the fidelity of our teachers and the kind encouragements of parents who have cordially coöperated with them in their efforts. The increasing interest of parents in the schools has been specially noticeable in the Dwight, Washington, Eaton and Wooster districts, where they have been invited to be present, by the Principals, to witness the recitations of

the children, and learn something of the methods and the spirit of those who have the care of them. The manifest gratification of both parents and children affords ample compensation to teachers for their efforts on such occasions.

The chief hindrance to the progress of the schools has been irregularity of attendance. This was due to the severity of the weather, in part; to an unusual amount of sickness, and to the enforcement of the rule requiring the withdrawal of pupils living in the same house with persons sick with contagious diseases.

Special attention is invited to the statistics following, which are drawn from the tables in the appendix.

SUMMARY OF STATISTICS FOR 1880–81.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1880, was	61,388
Westville, a part of the *town*, but not of the city,	1,494
Total population of the city and town,	62,882

PROPERTY VALUATION FOR 1880.

Assessed valuation of real and personal property of the town and city,	$47,731,362
Deduct the assessed value of Westville,	1,207,455
Total assessed valuation of the city,	$46,523,907
The rate of taxation for all school purposes, was .0025 or 2½ mills on a dollar,	.0025
For all city and town purposes, 15 mills,	.0150
Total rate of town, city and school taxation, 17½ mills on a dollar,	.0175

RATIO OF CHILDREN TO POPULATION.

The number of persons between the ages of 4 and 16 years, enumerated in January, 1881, was	14,548
Increase since 1880,	651

The ratio of the number of children between 4 and 16 years to the whole population of the city, was in 1880 as 1:4.416

Supposing the ratio to be the same now, the present population of the city may be estimated thus: The No. of children enumerated in the School District, (= city,) multiplied by the ratio, will give the population of the *city* for the year 1881, i. e. 14,548 × 4.416=64.244. Add for Westville 1,500 and the *estimated* population of the whole *town* is 65,744. This does not include the recent annex of Fair Haven East.

SCHOOL BUILDINGS.

Number of school houses occupied and owned by the District,		23
Number of school houses occupied and rented by the District,		6
Number of school houses occupied—owned and rented by the District,		29
Number of school rooms occupied,		192
Increase,	8	
Number of sittings,		9,661
Increase,	279	

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each		16
Number of female teachers,		214
Number of teachers employed in the day schools, including drawing and music teachers,		230
Increase,	5	
Number of male teachers employed in the evening schools for young men,		8
Total number of teachers employed in the day and evening schools,		238

NUMBER OF PUPILS.

Whole number registered during the year,		12,434
The ratio of the whole number registered to the number enumerated,		.855
Average number registered (belonging) during the year,		8,879
Increase,	523	
Average number in daily attendance,		8,357
Increase,	426	

ATTENDANCE.

Per cent. attendance of all the day schools,		.942
Decrease,	.007	
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years),		.603
Increase,	.002	
Ratio of the daily attendance to the number enumerated,		.567
Decrease,	.004	
Whole number of absences during the year,		209,572
Increase,	39,345	
Average number of absences to a scholar, based on the number belonging,	24	
Increase,	3.6	
Average number of scholars absent each half day, in all the schools,		524
Increase,	99	
Whole number of tardinesses during the year,		10,051
Increase,	2490	

Average number of tardinesses to a scholar, based on the number in daily attendance,		1.022
Increase,	.069	
Number of truants,		407
Decrease,	100	
Number of cases of truancy,		683
Decrease,	182	
Number of scholars transferred to ungraded schools (in place of suspension formerly),		144
Decrease,	16	
Number of half days all present,		11,628
Decrease,	2,453	
Average age of all pupils,		10 yrs. 7 mos.
Increase of 1 month.		
Whole number of tardinesses of teachers, 1880–81,		598
1879–80,		580
Whole number of tardinesses of teachers, 1878–79,		576
Number of teachers *not tardy*, 1880–81,		85
1879–80,		60
Number of teachers *not tardy*, 1878–79,		67
Number of teachers *not tardy*, 1877–78,		80
Total amount of time lost by tardiness of teachers in the year,	96 h. 52 m.	

ENUMERATION OF PERSONS BETWEEN THE AGES OF 4 AND 16 YEARS, IN THE MONTH OF JANUARY, 1881.

SUB-DISTRICTS.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	Total 1881.	Total 1880.	Increase.
Webster,	197	231	233	214	234	206	231	200	197	167	205	171	2,486	2,365	121
Eaton,	74	84	107	109	99	104	94	96	100	109	102	99	1,177	1,142	35
Wooster,	168	196	186	197	179	188	165	153	151	150	153	153	2,039	1,961	78
Dwight,	142	205	238	217	225	236	206	177	183	188	174	170	2,361	2,117	244
Skinner,	134	171	161	179	182	152	153	134	138	131	121	126	1,782	1,716	66
Washington,	197	247	283	259	262	230	236	214	236	196	230	180	2,770	2,759	11
Woolsey,	173	199	151	196	186	163	184	154	139	115	141	132	1,933	1,837	96
Total for 1881,	1,085	1,333	1,359	1,371	1,367	2,279	1,269	1,128	1,144	1,056	1,126	1,031	14,548	13,897	651
Total for 1880,	1,167	1,286	1,323	1,361	1,221	1,227	1,172	1,081	1,084	1,066	974	935	13,897		427
Total for 1879,	1,177	1,191	1,335	1,212	1,223	1,136	1,121	1,148	1,125	948	939	915	13,470		251
Total for 1878,	1,153	1,360	1,217	1,228	1,192	1,128	1,142	1,077	1,018	867	884	950	13,219		255
Total for 1877,	1,231	1,250	1,237	1,165	1,111	1,096	1,152	969	954	880	930	989	12,964		378

SCHOOL ACCOMMODATIONS.

At the close of the school year 1880, the number of school rooms occupied in the district was 184. Since the opening of the schools, in September last, eight new rooms have been occupied. Three additional rooms of the Hallock St. School have been opened for use during

the year, making a total of six rooms occupied, of the eight in that building. The rapid increase of children in the Washington district indicates an early demand for the use of the two rooms remaining vacant. Yet the pressure is much greater in the southern part of the Washington district, on the Greenwich Av. and Carlisle St. Schools, than in the vicinity of those on Hallock and West Streets.

It was found necessary to open the fourth room in the Humphrey St. School, Skinner district, early in the year. There is now no vacant room in this district, and all the houses have been well occupied. But since some twenty or thirty pupils come from the neighborhood of the new Ferry St. School and will probably attend it hereafter, there will be ample room for the ordinary increase in the Skinner district, for the present.

In the Woolsey district, the Lloyd St. building was filled, at the opening in September; and still the surplus of little ones was so great that enough were left unprovided for to fill another room. Provision was made for these, however, by the half time method; that is, allowing a half day, or morning session only, to fifty children of No. 1 in the Woolsey School, and the afternoon to another fifty, under the same teacher. By this arrangement all applicants have been received. No. 1 in the Lloyd St. School has been conducted in the same way, during a part of the year.

By vote of the District, at the last annual meeting, an appropriation was made to anticipate the future wants of the Woolsey sub-district. The Ferry St. building for which that appropriation was made, now nearly completed, will be ready for use at the opening of the term in September. Most fortunately, provision is thus made for an event which could hardly have been anticipated a year ago, as likely to happen so soon.

The annexation of "Fair Haven, East," to the Town of New Haven, by a legislative act, confirmed by a popular vote, adds also several schools to the New Haven City School District. Under the new arrangement, older

pupils living on the east side of the river will be received into the upper grades of the Grand St. and Woolsey schools. The additional room that will be demanded for children of the lower grades, on this side of the river, will be furnished by the new and beautiful house on Ferry Street.

The Dwight sub-district will probably be the next to require additional school-room. An excess of fifty children in No. 1 of the Dwight School has been provided for by the "half time" arrangement. Should there be an increase of pupils at the opening of the next term, as is probable, no provision can be made for the surplus in our present school accommodations. Nearly all of the rooms in this school have had over fifty pupils in each.

The Dixwell School has never been so nearly full. At times there have been very few vacant seats in the building. Should the numbers increase to warrant it, the "half time" method can be adopted in No. 1. The Division St. School has been hardly as full as during the previous year, and is subject to considerable fluctuations in attendance.

The Webster School has received nearly all applicants, but in doing so the rooms have been over-crowded; the duties of the teachers have been made burdensome and the progress of the pupils has been retarded. With between fifty and sixty pupils to a room, satisfactory work cannot be done without overtaxing the teachers. The Cedar St. School has given relief by taking a portion of the surplus from the eastern part of the district. By transferring pupils from the Cedar to Hallock St. School, room can be made in Cedar for the excess in Webster for another year.

ABSENTEEISM.

Irregular attendance is the universal bane of schools. It is the subject of complaint of school officials everywhere,—of school committees in their reports and of teachers in their daily struggle to secure satisfactory results,—that irregular attendance is the greatest obstacle

to progress which they find in the performance of their duties. If irregularity in business generally is injurious, to the school it is notably so, from the nature of the duties required of the teacher and the result sought in behalf of the pupil.

The number of absences reported from all the schools during the past year was two hundred nine thousand five hundred and seventy-two [209,572], each absence indicating a loss of a half day to the pupil. Reduced to days, it makes a total of one hundred four thousand seven hundred and seventy-six [104,776]; and allowing five days to the school week we have a total of twenty thousand nine hundred and fifty-seven weeks [20,957], equal to five hundred twenty-four [524] years, allowing forty [40] weeks to the school year.

Such is the aggregate loss of time by absences from our schools in a single year. Allowing fifty pupils to a school room, it is equivalent to emptying ten of the twelve rooms in one of our Grammar Schools for an entire year.

But absence is unavoidable, it will be said. "Sickness" and "imperative necessity" are justifiable reasons for it, and are so admitted by the rules of the Board. True. But, when we find about one-third of this grand total reported under the head of "unexcused absences," for which parents do not claim a justifying cause and pupils can give no good reason, there remains still sufficient occasion for a serious consideration of the evil. A majority of parents entertain right views on this subject; but many seem to have little conception of the loss that both the absentee and the school suffer, from the derangement of studies and the additional burden thrown upon the teacher by the absence of pupils.

This large increase of nearly 40,000 absences over the previous year was not altogether without reason.

1. The unusually severe winter interfered in a large degree with the attendance. The universal prevalence of measles the year previous seemed to have left no victims for a repetition, and scarcely a case was known.

But mumps prevailed extensively from the beginning to the end of the year. Throat troubles and other ailments incident to inclement weather kept many children at home.

2. But the rule of the physicians last year, which was quite rigidly enforced, requiring the immediate removal of every child showing symptoms of contagious disease, —also the prompt withdrawal of children living in the same family or house where it was supposed to exist, took away many pupils from the schools. In addition to all, the fear of contagion by parents, often unduly exaggerated, induced many parents to keep their children at home when there was not the slightest occasion for it.

3. There was also a class of absences,—not insignificant in numbers,—which the record does not represent. A pupil living in a family or house, even, where contagious disease was known to exist, was required to withdraw at once from school, and remain away until all danger of contagion was past. The membership of that pupil ceased immediately on leaving school, and absences were not counted against him. Nevertheless, he was not in school, and the absence of each day was a loss to the absentee and a cause of derangement in the exercises of the school. In many cases it was quite obvious that the child quite enjoyed a little vacation thus obtained, and was in no special haste to return to school; and too often parents were not unwilling to prolong the time when some little service could be performed, or small earnings be secured. Thus the tendency to undervalue the importance of regular attendance increased in the mind of both parent and pupil.

4. But the large class of absentees, making nearly all of the large number of "unexcused absences" reported, for which little or no apology can be offered, should receive close attention and rigorous treatment.

They are children of whom many are beginning to yield to bad influences, and their minds are becoming divided between school duties and objects foreign and not infrequently seriously antagonistic to them. Many

parents are strangely blind to the danger of the habits which their children are forming, until too late, when vicious associations are established and reformation is impossible. Nearly all of this class need only more careful attention of parents in conjunction with the efforts of the teachers to keep them in the line of duty until good habits are confirmed. The next inevitable step in the downward grade is manifest in those who, for lack of proper training and right home influences, have acquired coarse habits, have become impatient of control, insubordinate to authority, at school and at home, and at length lawless transgressors wherever they roam, away from home or the school. The Truant and State Reform Schools furnish the only effective restraining influence over these, when self-respect is lost and vicious habits are established. Of such material are the criminal classes of every grade formed, everywhere, ready to prey upon the property and assault the persons of citizens whose lives are spent in striving to build up a prosperous and well ordered community.

The importance of this subject cannot be well overestimated, whether regarded as an element affecting the present prosperity of the school, or future welfare of the pupil. To the latter the acquisition of right habits is an essential part of an education which will enter into the texture of true character. In pressing this matter upon the attention of parent and teacher, I do not forget that there is an opposite extreme which must not be overlooked. Ambitious pupils sometimes attempt, both in their studies and attendance, what their physical ability does not warrant. Here again the watchful care and good judgment of parent and teacher in accord, should give timely and emphatic warning to avert danger.

The following enumeration, comprising a portion of the consequences resulting from irregular attendance at school, is here presented as drawn from my own personal observation, during an experience of many years. It is simply a condensed view of results.

1. In school, the absence of a pupil entails absolute loss of opportunity which can never be recovered. The day, with all the possible advantages it offers at the beginning, can neither be recalled nor repeated, when past.

2. The boy who learns to feel that he may neglect his duties, as a scholar, for trivial causes, for causes equally trivial will neglect his business when a man.

3. The absence of a pupil from school to-day makes the loss of lessons to-morrow inevitable, because he does not know what the lessons of to-morrow are to be; nor would he find time to learn them if he did. Hence one absence involves a two-fold loss.

4. Many explanations are made by the teacher, clearing up difficulties to the pupils in relation to their lessons, which can never be repeated. A total loss.

5. The absent scholar becomes interested in objects outside of school, and losing his familiarity with school work, the incentive for study is lost. His efforts become weak; his desire to excel diminishes, to be absent increases; and the transition to truancy is easy.

6. On his return after absence, he interrupts the exercises of the school and hinders the teacher, in finding what are his lessons for the day.

7. Having lost the lesson recited yesterday, he does not understand that portion of to-day's lesson which depends on that of yesterday. Such dependence usually exists.

8. The time and patience of the teacher are taxed in repeating to him the instructions of yesterday, which for want of previous study he does not comprehend. He thinks his teacher is stupid and does not explain well.

9. The time thus employed in an attempt to explain, is unjustly taken from pupils who were punctual in their attendance. The rest of the class are deprived of their teacher's service while teaching the delinquent.

10. The progress of the class is checked and their ambition curbed by waiting for the absentee to make up his loss. Their progress is like that of a heavily handicapped race-boat.

11. The time of the teacher is wasted in making a record of the absence, in securing the delinquent's excuse and ascertaining the cause of the absence.

12. The reputation both of the teacher and school suffers when the results of the examination are announced, on account of failures chargeable to absence rather than to defective instruction.

13. A large portion of the means generously provided for the education of all the children, and for which the whole community is taxed, is sadly misapplied.

IN THE SCHOOLS.

The work of the year has been unusually satisfactory. More earnest inquiry has been heard from teachers, than at any previous time, to know how improvements could be made in methods of teaching. The number of those who care more for their salary than for the quality of the service they perform, is encouragingly diminishing. An increasing interest in reading publications pertaining to teaching and a desire to keep familiar with educational movements, are favorable indications. Yet there is cause for regret, that the class of really enthusiastic teachers is far too limited in numbers. But the tide is evidently rising; and there is reason to hope that in due time we shall have only earnest teachers, stimulated to their best efforts by a full appreciation of their high calling.

Sixteen teachers have withdrawn from service since the year began. Miss Laura W. Merriman, of the Division St. School, was suddenly removed, in October last, by death. She was a graduate of the High School (1876), of the Cedar St. Training School, from which she received an appointment to a graded school (1878), in which she performed her duties most conscientiously and successfully, to the end. In purity and loveliness of character she was excelled by few. Early she has been called from earthly labors and trials to her reward, loved and lamented by all who knew her.

Mr. Joseph A. Graves, principal of the Skinner School, resigned his charge, after the close of the year. He succeeded the lamented Henry C. Davis, in September, 1878, and after a very successful service of three years, assumes the principalship of the South School in Hartford.

Joseph R. French, A.M., principal of the Center Grammar school, in Meriden, during the past seven years, was elected by the Board to fill the vacancy. Mr. French is a graduate of Yale College and bears an excellent reputation as a gentleman, and a teacher of large and successful experience.

All the graduates of the last year's class (1880) in the High School, who desired positions in the Training Schools, were called in during the present year. Such an event has not occurred since the graduating classes became large. But with the growth of the schools, as the population of the city increases, the demand for teachers to fill vacancies will naturally be greater each year. Furnishing candidates to fill vacancies in the graded schools is not, however, the most important office of the Training Schools, for teachers can be obtained elsewhere for that purpose, and, in my judgment, it would be a substantial gain to our schools, if the upper grades could be more frequently supplied with competent and experienced teachers from abroad. Providing substitutes to fill temporary vacancies, caused by the absence of teachers on account of sickness, or other unavoidable necessity, is of sufficient importance to warrant the extra cost of these schools, independent of every other consideration.

It should be understood that young ladies, having gone through a thorough course of instruction in the High School, pass into actual service as teachers. Under the guidance of a Principal of large experience, familiar with the requirements and methods of the schools, these young teachers soon acquire such a knowledge of school routine, that they are capable of assuming the duties of an absent teacher in any of the graded schools, with very little change of method from that to which

the pupils are accustomed in their daily exercises. They are always ready at a moment's warning. To illustrate: The principal of a Grammar School learns, before the opening of the schools in the morning, that a teacher is absent. By telephone he requests the Superintendent, at his office, to furnish a substitute for the room named. The Superintendent, by telephone, requests the principal of the Training School to select and send a suitable person from her school. In less than two minutes the substitute may be on her way to the school. No half day need ever be lost, for want of a substitute; nor serious confusion experienced from the awkward attempt of an outside teacher who knows little or nothing of the school methods.

From all the schools, during the past year, there were reported seventeen hundred and seven (1707) half days of absence by teachers, chiefly on account of sickness, whose places were filled by substitutes from the Training Schools. This is equal to over four school years, or to the absence of four teachers for a year. The average salary of our female teachers is about five hundred dollars ($500). Consequently, the net value of the work of these young teachers *outside* of their own schools, for the last year, was over two thousand dollars ($2,000). While doing this, under the direction of their Principals they instructed more than five hundred (500) pupils, in average attendance, at the Training Schools.

The utility of these schools in which young ladies are prepared to teach is obvious, from what has been said. But, another important fact should not be forgotten; that without such preparatory experience, a majority of these young ladies would utterly fail, or perform the service with little satisfaction to themselves or their employers.

In justice to these schools, a word should be added respecting their efficiency and thoroughness of instruction. An opinion, formed from theory instead of facts, is sometimes expressed, that these young persons cannot teach nor govern as well as permanent teachers in other

schools. A careful investigation would substantiate the following statements:

1. As a rule, two teachers have charge of each room. This reduces the number of pupils to each, to half the number assigned to a regular teacher in the graded schools. Twice as much time can therefore be devoted to each pupil of the room as in other schools with a single teacher. Generally, the teacher in charge of the room has had an experience of many months, often of a year or more; and no one is allowed to hold the position who cannot control and instruct satisfactorily. The other teacher performs the duties as an assistant and a learner, till she is competent to take the higher position.

2. In the presence of these teachers is the Principal of the school, who is appointed to the responsible charge because of well known qualifications for the duties required. Daily and hourly inspection, if need be, by her, reveals the condition of each room, and the quality of teaching done. The Principal is made responsible for the interests of the children, as well as the preparation of of the teachers for teaching. She recognizes the importance of thorough instruction of the pupils, as the chief purpose of the school, both as the right of the pupil and standard of attainment for those learning to teach. So the instruction of the school is hers, though done by others, varying in quality as the qualifications of her helpers vary. She observes and corrects errors in practice, in pupil and teacher; she suggests the best methods drawn from her own experience, from reading and observation. By frequently visiting the rooms, she becomes familiar with the weak and strong points of each teacher, as well as the real character of the instruction and general management of the classes.

3. Again, there is an anxious desire for success from the outset, on the part of each teacher, which stimulates every one to make her best effort; because her future promotion and position are so dependent upon the evidence of capability shown in every duty required.

The foregoing details are presented to show that pe-

culiar incentives operate in the Training Schools to secure both the best instruction and government. If the youthfulness of the teachers is deemed a weakness, that is fully counterbalanced by the presence, the large experience and resources of the Principal. In the preparation of young teachers for their future work, the aim is, as it should be, to adopt model methods by which the best results possible shall be secured.

Among the evidences of success in these schools, is the standing of the highest class at the annual examination for promotion to the Grammar Schools. In numbers, if the ratio to the whole school, and the *rank* they take in comparison with candidates examined for the same grade in the Grammar Schools be considered, these schools have uniformly proved satisfactory and have sustained themselves equally with those of the school to which their pupils have been promoted. The frequent and careful examinations, each term, by the Principal, give abundant evidence of thorough instruction in all the grades.

The prosperity of the schools depends (1.) upon the plans and regulations adopted for their administration; and (2.) upon the wisdom and executive skill of those who are employed to perform the duties required. The people elect their representatives, whose duty consists in furnishing a plan, in detail; in providing all necessary appliances; and employing suitable persons to perform all the duties pertaining to the departments comprised in the plan. In this, as in every extensive business system, a certain amount of directive agency is needful, to secure compliance with the rules and a proper performance of the work.

While duties are prescribed to the teacher, by superior authority, the duties of the pupils are in like manner prescribed to them by the teacher, whose business is to secure a faithful performance on their part. This is the grand purpose for which all provision is made in the establishment and maintenance of the schools. The

teacher is, in fact, the pivot on which the whole system turns. "As is the teacher so is the school," may be regarded as a truism, or even trite; yet, it is true and full of meaning. Beautiful edifices; abundant supply of conveniences, and liberal salaries avail nothing if the teacher is delinquent. Whether the failure is the consequence of incapacity, or neglect of duty, the loss is positive and can be computed in money expenditures only in part; while the actual loss incurred by every child, in limiting his future capabilities, is far beyond all computation.

The *efficiency* of the schools depends, in a large degree, upon the Principals of the several sub-districts, to whom is assigned the duty of securing a proper performance of all service, required by the authority of the Board, in the territory committed to their particular charge. A brief notice of their duties will enable persons not familiar with school work, to understand more clearly their labors and responsibility.

Under the special supervision of each Principal there are, in their respective districts, from twelve to thirty school rooms; under the charge of thirteen to thirty-two teachers, by whom from six hundred to fifteen hundred pupils are to be instructed. It should be understood that every teacher has her own, special duties, within the walls of her own school-room, and is supposed neither to know, nor to be responsible for what is done outside of her own room, except as specially directed by some proper authority. Yet each room, like the link of a chain, holds an important relation to those above and below it. The Principal only can receive the hundreds of children applying for seats. No one else can classify, and assign them to their rooms, and adjust the studies of the scheme to the several grades. He must decide all questions relating to methods and qualifications for promotion. By frequent visits, careful observation of the progress of classes and stated examinations, he must determine what pupils are qualified for promotion.

The Principal is made responsible for the order and

discipline of the schools. No small part of a Principal's time is occupied with cases of misdemeanor which are referred to him by teachers, who, by a rule of the Board, must obtain his sanction before punishment can be inflicted. Cases of truancy, obduracy and violent insubordination must necessarily be referred to the Principal, for special discipline. As a consequence, sundry calls from indignant, unreasonable parents are likely to follow his action, which often interrupt him in the midst of pressing duties at school, or tax him afresh at his home after the toils of the day are over.

Again, methods of instruction and general management of classes demand the vigilant attention of the Principal. When the fact is considered, that more than half of the teachers in our graded schools were themselves not many years since, pupils in the schools, and after a brief apprenticeship in the training department were placed, at an immature age, in the responsible positions of regular teachers, it will be easy to understand how essential it is, that the Principal shall continue that training instruction which was brief and necessarily incomplete. Valuable as our Training Schools are in furnishing teachers, it must not be inferred that they send them out full fledged, perfected in the art of teaching and governing like veterans in the vocation. Even teachers of the longest experience find there is room for their own improvement, and the most successful are usually most earnest to learn something better than they know, in the performance of their difficult task. To young and inexperienced teachers, unconscious of their own deficiencies and what preparation is needful for success, the aid which a Principal can render is indispensable to the personal interests of the teacher; nor is it less important to the welfare of the school.

While the duties of the Principal are more widely extended and his responsibilities are proportionately greater than those of the teacher, with her limited numbers to care for, the latter has a task too little appreciated by many. A word is due in her behalf. Teaching in

itself is a delightful occupation, especially when the learner is eager for the acquisition of knowledge. But few schools afford unalloyed enjoyment in the process of instruction. The control of a large number of children, differing in habits, dispositions and home treatment is a task not easily comprehended by those who have never learned what it means, by actual experience. The anxiety a teacher feels whose mind is strained to the utmost tension, in her efforts to advance her pupils in their studies, is often increased a hundred fold by obstacles thrown in the way to thwart her efforts and hinder her progress, by mischievous and refractory pupils. The continued strain of the mind, vigilant to detect and restrain disorderly conduct while striving to give instruction, racks the brain, pervades and thrills every nerve of the body, exhausting and prostrating the system, as no other vocation can. No wonder that teachers of frail constitution and feeble health break down, when the amount of resolution, energy, patient endurance, unceasing vigilance and perseverance, kept in active operation in school hours, are found to be indispensably necessary to a successful performance of the work of a school. None but those enjoying vigorous physical health can assume such duties, without great risk of greater loss than gain.

I have dwelt somewhat upon the duties of the Principal and teacher, because their labors are sometimes disparaged. No class of persons in the community bear a heavier burden of responsibility, nor are more severely taxed, in body and mind, than teachers who faithfully perform the duties of a large school. To their ordinary cares and toils another burden is often added. The moral character of the purest, most upright teacher is not unfrequently assailed, for the slightest cause; oftener without the shadow of reason beyond groundless suspicion, or unreasonable passion. Sometimes the language of a teacher, misunderstood, or perverted by a pupil under the excitement of anger, on account of correction for some fault, is reported to the parent, who receives the

charge made by the child against the teacher, as true and unquestionable. The family become incensed, perhaps the entire neighborhood is involved in the turmoil that follows. The teacher is unjustly treated; the school is injured, and a bad spirit is aroused in the minds of all who take part in the altercation; all of which might have been avoided by a friendly conference with the teacher and a careful investigation of facts. Scores of like cases, arising from slight causes, occur every year. Two valuable lessons may be learned from such an event:

1. No person in the community occupies a position that demands greater circumspection, a more careful watchfulness over every *word* and *action*, than the teacher.

2. Instead of accepting the child's representation of a grievance, parents will be far more likely to reach satisfactory results, by investigation and consultation with the principal of the school, than by beginning on a probably false basis to reach facts.

A cordial understanding between parents and the teacher, a hearty coöperation once established between them and known by the child, will rarely fail to insure good conduct and fair progress in the studies of the pupli. Nearly all the occasions for discipline come from the want of proper training at home; from the concealment of faults and misconduct of their children, by one parent from the other; from undue partiality which induces the parent to justify and uphold the child, right or wrong; and from a prejudice which makes some regard the teacher as merely a servant amenable to the dictation of any parent who has a child in the school, or "pays taxes."

But the difficulties arising from these sources have been steadily diminishing, for years; and though they may never entirely cease, there is good reason to expect an increasing harmony, mutual respect and concert of action between parents and teachers, that shall greatly increase the efficiency of our schools.

One of England's distinguished, self-educated mathe-

maticians, Edmund Stone, was the son of a gardener to the Duke of Argyle. The Duke, walking one day in his garden, observed a Latin copy of Newton's Principia, lying on the grass; and thinking it had been brought from his own library, called some one to carry it back to its place. Upon this, young Stone, then in his eighteenth year, claimed the book as his own. "Yours," replied the Duke, "Do you understand Geometry, Latin and Newton?" "I know a little of them," the young man replied. Entering into conversation, the Duke was astonished at the accuracy and intelligence of his answers, and asked, "how came you by a knowledge of all these things?" Stone replied, "A servant taught me, ten years since, to read. *Does any one need to know more than the letters of the alphabet, to learn everything else that one wishes?*"

The alphabet is the key to written language; words are the exponent of thought; and thought is the motive power of the world. Words then may be the medium through which thought may freely pass, as the electric fluid through the wire, or they may be stumbling blocks against which the mind becomes battered and in a measure disabled for future successful effort.

Language may be made the royal road to knowledge, of every kind, whether obtained from the printed page, or from oral communication. Its relative importance as a part of the school curriculum is more clearly understood and appreciated every year. It is not merely the value of language in the social and business relations of mature life, for which it is studied in the schools; but the conviction is becoming stronger that nothing makes the progress of pupils easy, like a clear comprehension of the language through which the various branches of study are presented. Many a pupil has been severely condemned for stupidity, possibly for obduracy, on account of failure to learn and reproduce a lesson, which to the teacher seemed simple, because the thought was clothed in language not understood by the learner. The mischief that comes from an attempt to memorize language which

conveys no proper idea to the mind of the learner is greatly underrated. Time is lost in the effort; the mind is crippled; and the object sought is not gained.

What does a teacher do, in attempting to explain,—to make plain,—the lesson to be learned, but to translate the language which is "all Greek" to the pupil, by substituting such words of her own as she finds him able to understand? And this is the true work of the teacher; (1.) to make clear, intelligible to the mind of the pupil, what by reasonable study he cannot learn by his own effort; and (2) to teach him *how* to investigate, that by seeking methods of his own he may become his own teacher.

Previous to the past year, language instruction was limited to the classes of the two or three grades next below the Grammar classes, in the eighth grade. Language lesson text-books were used, and the ordinary, mechanical text-book style of recitation prevailed. A literal following of the language and set exercises of the book was, generally, quite satisfactory to the teachers. But this was a decided gain over the practice, before the introduction of text books on the subject; for then, the teacher felt no obligation to teach language at all, inasmuch as there was no book to give out lessons from, and "how can we teach without a book?" But of late, a decided improvement has been apparent. Many teachers have fallen into the habit of preparing exercises of their own, with which they have tested their pupils. Both teachers and pupils have shown decidedly increased interest wherever the originality of the scholars has been exercised. That dreaded task of "composition writing" is no longer the formidable trial of the scholar. Familiar instruction with daily exercises, in the construction of sentences, renders written language nearly as easy as correct oral expression. The way to learn to write with facility is, undoubtedly,—to write.

But more gratifying progress has been made in the primary department than elsewhere. The experiment of teaching the children to read and write script, instead of

print, at the very beginning of their school experience, was attended with such success in one or two primary rooms, year before last, that the practice during the past year has been largely extended. Teachers say confidently that children learn both to read and write the script quite as easily as the printed form of a word. Beginning thus early in their course, much time is saved that has been, heretofore, employed in learning to make a poor imitation of printed letters. This practice of printing must, in due time, be exchanged for script, in all the schools.

Penmanship begun thus early becomes, very soon, a familiar exercise in their school work, and is immediately turned to practical account in the expression of thought. It is just at this point where the teacher at the blackboard, chalk in hand, with her little group around her, begins to awaken interest and the thinking powers, by writing a short familiar word or phrase, which becomes the subject of conversation by both teacher and pupils. The amount of enthusiasm which a skillful teacher is able to awaken in the whole class and the earnest activity of every mind to catch the thoughts expressed by both teacher and pupils, is in marked contrast with the usual method, in which every pupil of a large class is laboriously striving "to keep the place," with the finger on each word, as it is named by another, till the wearisome task of "reading around the class" is finished. It is the incentive of mind enkindling mind, by objects and expressions of a common interest, that creates activity of the faculties, which affords pleasure in the exercise of them at the time, and prepares for more effective use in the future. If there is any one feature more valuable than any other, in the theory of Col. Parker, of Quincy fame, it is this, that he would bring the teacher down to the level of the thoughts and capacity of the little ones, so that she can adapt herself to their mode of thinking and begin then and there to elevate, expand and strengthen. There is such a thing as adapting mental

food to mental digestion, no less real than the adaptation of material food to the wants of the body.

A fresh impulse has been given to instruction in language, both written and oral, in the primary and intermediate grades; and the indications are encouraging that, during the next year, still greater progress will be made. Ingenious methods in great variety have been devised by teachers to create an interest in the study, and it seems to be true that the children engage in this subject with greater zest than in any other, when skillfully treated.

Intelligent reading is one of the results of the newly awakened interest. Instead of making a correct pronunciation of words and attention to punctuation marks the chief objects of a reading lesson, a lively conversation between the teacher and pupils about the leading ideas contained in it; an explanation of the meaning of the language; the definition, derivation and history of words, with some account of the author, impart a vitality and force to the exercise of reading before unknown. The general information obtained from the subject of the lesson read is, to a large extent, supplemented by what the teacher adds and draws from the scholars, who have been stimulated to search for and bring to the recitation all facts and information within their reach. No teacher who expects to keep up a lively interest in her class, will venture to come before her pupils without a previous preparation and thorough knowledge of the lesson. The development of earnest activity and zeal in this study among the pupils of any room, will be the true measure of the spirit of the teacher and preparation for her work.

Supplementary Reading has done much to make the exercise attractive to pupils; also, it has furnished a very convenient method of testing their proficiency. No one knows, as a teacher does, how difficult it is to hold the attention of pupils on a reading lesson that has become stale from continued repetition. "Familiarity breeds contempt," is well exemplified by the long continued use of a School Reader. Recently, the experiment has been

carefully tried, of placing in the hands of teachers, a few well chosen volumes, which they were authorized to use, occasionally, in their classes, to encourage effort and test the ability of the pupils to read at sight what they had never seen. The books are used by them only during the time each pupil is required to read in the class. The experiment may be safely pronounced successful, and worthy of a trial on a larger scale. In many cities, a number of sets of reading books are provided for the schools, that, by an occasional change, fresh reading matter may be constantly supplied.

The Dictionary in the hands of the pupils of the upper grades is another indication of progress. Perhaps no book used in the school is possessed of greater intrinsic value to the pupil than the dictionary. It is the key that unlocks and brings to view the treasures hidden in every volume of the language. Every branch of study pursued in the school, almost every page, calls for the true meaning of words, which clearly explained, throw beams of light into the mind, like the bright mid-day sunlight shining upon the path of the traveler. But the word that conveys no meaning is itself a blank, or worse, by conveying a false idea, perverts the genuine meaning of all words with which it is immediately connected. Thus, the minds of scholars are darkened by words which are placed before them as signs of ideas, but fail to convey true thought. As an interpreter of language, the dictionary should be placed in the hands of the pupil, at the earliest stage of his education, when he shall be able to comprehend its use; and it should be ever within his reach until there are no words in the language which he does not understand.

Each pupil should have a dictionary, of his own, at his desk. Why? Because he will use it ten times oftener there than the Unabridged on the teacher's desk, if he must cross the room every time he wishes to consult the latter. Because definitions should be sought for immediately when unusual words occur, or words about which there is doubt in regard to their exact meaning. Because

the correct pronunciation and spelling of words should receive prompt attention, while fresh in mind. Because, the dictionary must be consulted often in writing to insure the best choice of words, when several appear to have similar meanings. A discrimination of synonymous words is exceedingly important to advanced pupils.

Many scholars procured dictionaries, last year, and used them very profitably; but a general supply is needed through all the upper grades. The pupil who does not have a dictionary at hand will suffer in scholarship and his progress will be retarded in comparison with those who receive the help it affords. After all, the utility of this text book will depend on the manner in which it is used. An aimless use of it by the pupil, with no feeling of obligation to effect a definite purpose, will render it valueless and cause it soon to be a neglected book. Its successful employment will depend (1.) on the interest which the Principal takes in it, who should provide exercises in his scheme of studies, making its use obligatory; (2.) on the skill and fidelity of the teacher who should require daily reference to it, and regular exercises which will make its use essential as that of any other text book.

The recital of quotations from the writings of distinguished authors has become quite general in the schools, and is a most interesting, as well as profitable exercise A brief account of the author is frequently given which, as a source of information, is of great value; since each individual imparts the knowledge he obtains, perhaps by laborious investigation, to many others whose minds are incited to seek for beautiful and choice specimens of literature. In the primary department maxims and brief sentences are learned and recited in concert. In the course of the year a large amount of valuable thought has been communicated to large numbers who have listened to the recitals; and those who have committed to memory valuable extracts, have laid up treasures of knowledge for life.

Geography has been studied with increased interest. Map drawing is now made the basis of geographical studies in all the grades where this branch is pursued. Accurate specimens, rapidly drawn, may be found in all the schools. Mr. Bangs, Principal of the Wooster School, has made a very careful study of the subject, and has published a little manual of map drawing, with instructions for using it, which furnishes several advantages not hitherto enjoyed. The construction lines are simple and easily remembered; the relative extent of any section or country drawn is readily determined, by the eye, from the lines indicating latitude and longitude. Outline maps, put up in packages, at a small cost, designed to aid the teacher and beginner, are prepared to accompany the manual.

Map-drawing, however, valuable as it is, only furnishes a foundation on which the pupil is to build his geographical superstructure. It is a frame-work, fixed in the mind of the pupil, ready to receive assorted knowledge, of every kind, pertaining to all parts of the globe. The more nearly like actual travel the teacher can make her lessons seem to the pupils, as if they were seeing the objects described, the more clearly will they comprehend the subject and the more lasting will be the impression. Some of our teachers have shown rare tact and skill, in their manner of presentation, of whom the teachers in numbers nine and ten in the Washington School deserve especial credit for their pains-taking, and very successful efforts.

Vocal Music and Free Hand-drawing have made steady progress, and have reached a higher grade of excellence than at any previous time. Visitors, experts and critics, give great credit to the Special Instructors who have charge of these departments, very justly we think; and to the teachers, to whom the daily drill is committed, a word of commendation is due for their faithful services in performing the duties devolving on them.

If space would permit, an extended presentation of the opinions of competent judges might be given. The following from Loomis' Journal of Music, expresses a general sentiment: "When the Masters and Misses of the High School can creditably render Handel's 'Tune your Harps,' Pinsuti's 'A Spring Song,' Bellini's 'Mighty Jehovah,' Schumann's 'Gipsey Life,' and Wagner's 'Hail Bright Abode,' with March from Tanhauser, it must be apparent to every one, who knows what high art is, that a long progressive step has been taken in musical culture in our midst."

The specimens of drawing exhibited at the last annual examination, at the rooms of the High School, were inspected by hundreds of our citizens, with apparently great satisfaction. No branch of study seems to be more thoroughly established in the course, nor more successfully pursued, than drawing. Not only are skill and a higher appreciation of art cultivated in the minds of thousands of children, in this community, but their usefulness is increased by the many applications they can make of the art, in every business employment, and their pleasure is enhanced by a more cultivated and appreciative taste. A considerable number of former pupils are known to be receiving liberal pecuniary compensation for their service, in furnishing designs, plans, sketches, etc., in various kinds of business.

THE HALF TIME SYSTEM is an experiment in New Haven; and was first tried here during the year past. Less objection has been made to it by parents than might have been anticipated. Many are pleased to have their children begin the confinement of the school room with diminished hours. By judicious classification, giving to the older, stronger and more advanced children the three hours of the forenoon, and to those less able to bear confinement, the two hours of the afternoon, the teacher is able to adapt her treatment and instruction to the little ones to good advantage. Doubtless the half day of freedom at home under the judicious care of the mother,

will be worth more to the child, in regard to health and bodily vigor, than the mental training it would receive at school.

HIGH SCHOOL.

The course of this school has been steadily onward and upward, with little serious interruption, through a series of years. Both teachers and pupils have been quietly and studiously engaged in their work, of which the active outside world have little knowledge; but the fruits of their unobtrusive mental toils cannot fail, at some future day, to become manifest. The cumulative power of such an institution depends much upon the opportunity given, each year, to build upon foundations laid in previous prosperous years. Fortunately no change of teachers has occurred; and the long and intimate acquaintance with the duties, of nearly all the corps has contributed, in no small degree, to the very satisfactory results of the year. The large increase of the school made an additional teacher necessary, and Miss Hyla C. Armstrong, a graduate of the school (1876), and a graduate of Vassar College (1880), received the appointment.

From a report made by Mr. G. L. Fox, Secretary of the High School Alumni Association, the following items are taken, which may be interesting to those who desire to trace the out-growth of the school. Of those who have been members, thirty-two (32) have graduated from colleges or scientific schools; most of them from Yale. One went to Trinity, Hartford. Four (4) received the degree of A. B. at Vassar. Seven (7) young women and twenty-one (21) young men are now pursuing their college course. Two graduates of the Military Academy at West Point are now in active service of the United States. Of two graduates of the U. S. Naval Academy at Annapolis one holds the rank of lieutenant, and is an instructor in the institution. Two are on the Signal Corps of the U. S. Army. Two are Episcopal clergymen; two are physicians; four lawyers; four civil engineers; one

architect; one journalist. At the present time, one hundred and twenty-five (125) past members of the school are teachers in the public schools of New Haven. During the last dozen years the High School has furnished more than *two hundred* (200) *teachers* for schools here and elsewhere.

The foregoing statement does not profess to present a full account of those who have gone out from the High School to fill places of responsibility and usefulness. Hundreds are performing more valuable service to the public, more advantageous to themselves, than would have been possible if they had been denied the privileges of High School instruction.

Of the classical class that left the school in 1880, eight are in the Sophomore class at Yale College, and one in St. Charles Borromeo College, Ellicott City, Md., and one is engaged in business. Gustave F. Gruener took the Woolsey Scholarship, the highest prize of the Freshman year at Yale. Chas. F. Carr took the first Berkeley premium—indicating first rank for excellence in Latin Composition.

Six of the seven examined for Yale, to enter in September, passed without a condition. The seventh is without condition on a part of his examination completed, the remainder to be finished hereafter. Four graduates are now in Vassar and one in Wellesley College. Two former members enter Smith and one Wellesley College this fall.

The whole number from the High School, admitted to the Sheffield Scientific School during the past five years, is 32. During the last three years the prize for the best "Entrance Examination" has been given to members of the Hillhouse High School:—1879, to Lambert; 1880, J. Allen.

The Annual Examination of the school took place at the close of the winter term, during the last week in April. The various studies pursued during the year, and the number of pupils in each are indicated by the table fol-

lowing. Questions used in the examination may be found in the Appendix, from which the character of the instruction may be inferred.

NUMBER OF PUPILS IN EACH STUDY IN THE HILLHOUSE HIGH SCHOOL DURING THE YEARS ENDING APRIL, 1880 AND 1881.

	1880.	1881.		1880.	1881
Astronomy,	25	37	Anc. and Mediæval Hist.,	61	52.
Geometry,	63	70	Rom. Hist. & Class. Geog.,	27	14
Algebra,	245	257	Greek and Roman Hist.,	19	24
Trigonometry,	5	9	Modern History,	36	28
Arithmetic,	181	182	Science of Government,	—	17
Book-keeping,	99	73	Physical Geography,	115	112
Latin,	223	299	Geology,	23	36
Greek,	50	70	Physics,	59	65
German,	112	122	Chemistry,	59	65
English Literature.	55	63	Botany,	65	63
Rhetoric,	71	102	Physiology,	52	72

The Anniversary Exercises of the Class of 1881 took place on Thursday evening, April 21st, in the assembly hall of the High School, when diplomas were conferred upon the class by the Superintendent of Schools, in behalf of the Board of Education. The class consisted of fifteen young men and thirty-four young women,—total, forty-nine. The Class of 1876, the "Centennial Class," numbered forty-one members, and was the largest that has ever been graduated until the class of this year.

The following members of the class read essays written by themselves for the occasion:

1. HATTIE P. COWELL,	Subject:	Language.
2. THOMAS M. CAHILL,	"	Mary Stuart Upon the Scaffold.
3. JOSEPH H. TOWNSEND,	"	Principle and Circumstance.
4. BESSIE S. KENT,	"	Footprints and Poetry.
5. ELEANOR A. PECK,	"	Literature, Sentimental and Practical.
6. MARY E. ANDREW,	"	Individuality.
7. ANNA A. GILDERSLEEVE,	"	Silent Forces.
8. MOLLIE NADLER,	"	The Graces of Life.
9. KATIE HELEN GOWER,	"	Recreation.
10. ALICE M. MERRIMAN,	"	Work, with Valedictory Addresses.

The vocal music accompanying the exercises was rendered most admirably by the three higher classes of the school, under the direction of Prof. Jepson. It was a surprise to many musical critics present, that young persons as the performers were, could be trained to execute, with so great accuracy and skill, music demanding the best efforts of mature and talented performers.

The following are the names of the members of the graduating class.

GRENVILLE F. ALLEN,
JOHN ALLEN,
JAMES B. BULFORD,
THOMAS M. CAHILL,
HENRY FRESENIUS,
ARTHUR H. JACKSON,
WILLIAM B. JONES,
EDWARD B. PHELPS,
LYMAN P. PEET,
HENRY W. REDFIELD,
EUGENE L. RICHARDS,
JOSEPH H. TOWNSEND,
JOHN WHITMORE,
WOLFF WILLNER,
ALEXANDER WURTS.

EMMA L. ALLEN,
MARY E. ANDREW,
MARY O. BANKS,
MARY BOWEN,
EMMA A. BRYANT,
LUCIA J. BRYANT,
AMELIA E. CLARK,
ANNIE E. CLUNE,
ANNA E. CONLAN,
HATTIE P. COWELL,
ANNIE A. CUTLER,
AMANDA H. DONOVAN,
KATE I. DONOVAN,
JULIA T. FLANAGAN,
MARY FLANAGAN,
ELIZABETH A. FORBES,
ANNA A. GILDERSLEEVE,

KATIE H. GOWER,
MARGARET T. HEALY,
HENRIETTA T. KNOTWELL
BESSIE L. KENT,
ALICE M. MERRIMAN,
MOLLIE NADLER,
SOPHIA L. NORTHROP,
MARY L. PARMELEE,
ELEANOR A. PECK,
CLARA L. SHERMAN,
MARGARET K. STRONG,
NELLIE H. STORY,
MARY W. WHITE,
LUCY M. WHITMORE,
MABEL C. WILLARD,
SARAH S. WILSON,
JENNIE WOODEND.

The examination of candidates for admission to the High School took place during the last week in April. The whole number was two hundred and seven (207); against one hundred and eighty-one (181) last year. Of the whole number, one hundred eighty-seven came from the graded schools, and eighteen from other than public schools. One hundred and eighty-four were admitted.

The number admitted from each school was;

	1881.	1880.		1881.	1880.		1881.	1880.
Webster School,	32	23	Woolsey School,	22	17	Eaton School,	18	12
Dwight "	25	28	Washington "	21	20	Hamilton "	7	6
Skinner "	25	24	Wooster "	21	19	Other Schools,	13	9

Total admitted in 1881, 184. Total in 1880, 158.

EXAMINATION OF CANDIDATES FOR THE HILLHOUSE HIGH SCHOOL, 1881.

Name of School.	No. Exam'd.			Age		Studies.								Totals.	
	Boys.	Girls.	All.	Years.	Months.	History.	Grammar.	Arithmetic.	Reading.	Spelling.	Writing.	Music.	Drawing.	General.	Special.
1. Dwight,	8	24	32	15	5	69.8	67.1	54.8	76.6	88.2	70.4	88.0	95	426.8	122.0
2. Eaton,	9	10	19	14	9	88.1	83.6	72.2	80.5	89.4	76.2	87.9	95	490.0	155.8
3. Hamilton,	4	5	9	14	4	52.7	63.8	37.8	76.6	81.6	82.2	97.7	91	394.7	101.6
4. Skinner,	11	14	25	15	0	80.7	75.0	66.2	75.9	87.2	66.0	98.6	96	450.9	141.1
5. Washington,	7	14	21	14	7	67.7	74.1	58.7	77.5	84.3	72.4	98.5	90	434.7	132.8
6. Webster,	15	18	33	15	4	70.3	75.0	62.0	75.0	80.2	71.9	86.0	83	434.4	137.0
7. Woolsey,	12	12	24	15	3	61.8	74.9	62.8	77.6	85.8	74.8	98.5	89	437.7	137.7
8. Wooster,	11	13	24	14	7	65.0	68.3	53.1	76.7	81.3	60.6	92.8	90	405.0	121.5
9. Ungraded,	8	10	18	15	0	56.1	69.5	51.8	75.9	69.4	45.9	....	....	368.6	121.3
Totals and averages, '81.	85	120	205	14	11	68.0	72.4	57.7	76.9	83.0	68.9	....	....	426.9	130.1
Totals and averages, '80.	64	117	181	15	2	63.3	67.8	65.9	73.1	87.6	65.5	....	....	423.1	133.7

The following are the names of the candidates who stood highest in the examination, (1) in all the studies in which they were examined; (2) in the special studies (Arithmetic and English Grammar); also the name of the school from which the pupils came.

600 is the highest number attainable in all the studies.

200 is the highest number attainable in the special studies.

RANK IN ALL THE STUDIES.

Schools.	*Scholars.*	*No. obtain'd.*
Eaton,	JOHN D. COX,	529
Webster,	William McQuaid,	527
Eaton,	Etta Feuchtwanger,	526
Webster,	Katie L. Lewis,	524
Eaton,	Lizzie F. Kellam,	518
Skinner,	Jeanie C. Miller,	513
Woolsey,	Irving E. Hurlbut,	510
Skinner,	Willie C. Flood,	506
Webster,	Mary M. Lewis,	504
Webster,	Edmund D. Scott,	502

RANK IN SPECIAL STUDIES.

Schools.	*Scholars.*	*No. obtain'd.*
Webster,	WILLIAM MCQUAID,	183
Skinner,	Willie C. Flood,	181
Webster,	Mary M. Lewis,	180
Eaton,	John D. Cox,	178
Skinner,	Jeanie C. Miller,	178
Eaton,	Etta Feuchtwanger,	176
Eaton,	Willis L. Sawyer,	176
Eaton,	Willie E. Hasche,	173
Webster,	Kate Lee Lewis,	171
Eaton,	Lizzie F. Kellam,	170

The number of pupils in the High School, the past year, has been about fifty more than during the year previous. This increase has required the opening of an additional session room, on the lower floor, which was

fitted up and assigned especially to the classical scholars under the instruction of Mr. Fox. As the recitation rooms of the building are somewhat limited in number, and only one additional room, now used for recitations, can be used for a session room, the question, what provision shall be made for the increasing numbers seeking admission to the High School? will soon require an answer.

Since the admission of the new class in May last, over 450 pupils have been registered as members of the school. Additions will be made, as usual, at the opening of the term in September. There seems to be only one solution of the problem, when the time shall arrive that an answer must be given. An adjustment of the number of pupils to the capacity of the building can be made by admitting only such a number of candidates, at each examination, as the building will accommodate. This of course will be equivalent to raising the standard of admission, by receiving only the required number of the candidates standing highest. Undoubtedly this will prove beneficial to the High School, and really not detrimental to those who fail of admission; because, by a little delay, they will become more mature, and the standard of instruction in the Grammar School will be raised.

TRUANT AND UNGRADED SCHOOLS.

The expediency of removing from our schools the insubordinate, lawless and irregular class of pupils, who have little desire for their own improvement and are regardless of the rights of others, becomes more evident from the experience of each year. They are the disturbers of the peace and good order of the little school community into which they have been admitted; they neither gain good for themselves, nor allow others, who desire to do so, to improve the privileges furnished for all at public cost. Even though their removal should be of little benefit to themselves, it is but justice to a large majority of pupils, that they should be protected from mo-

lestation and enabled to improve the advantages which the school was designed to furnish.

As a class, refractory, unsubmissive to a woman's authority, and impatient of restraint, they seek only the gratification of their own wishes. They need the vigorous control, discipline and instruction of a male teacher; under whose judicious treatment they may be taught the lesson of obedience to authority and observance of propriety in conduct, as preliminary to mental improvement.

A comparison of the condition of our schools to-day, with that of a dozen years ago, shows a most gratifying improvement in the matter of discipline. The burden of government, as it then existed, with no resource or aid but the rod and suspension, has been essentially relieved, by the provision whereby ungovernable pupils may be removed, and placed under control where obedience can be exacted. Improvement in instruction has been marked, as the physical energies of the teachers have been less severely taxed. Both teachers and pupils work more cheerfully, with greater efficiency and success, in the absence of those oft recurring scenes arising from transgression and chastisement in the school room.

Nor has the advantage to the community at large been much less than to the schools; for by the repeal of the rule authorizing the suspension of pupils, at the discretion—or lack of it—of teachers, the streets have been freed from large numbers of vagrant, lawless boys whose sense of propriety and regard for the rights of others were no more manifest on the public ways than in the school.

The advantages to the transgressors themselves are numerous. They are taught, in the school to which they are transferred, the first lesson they need to know—theoretically and practically—*obedience*. Here it is the authority of a man, who has the power to enforce obedience, and seldom does one rebel against it. Legal authority, vested in the person of the Truant Officer, is always at hand to take charge of one who is bold or rash enough violently to defy, or resist the requirements of

the teacher. Once reduced to submission, the pupils of this school enter upon all duties required, earnestly and with a good degree of success. The course of evil habits and vicious conduct once checked, the way is open for improvement and the formation of worthy character.

THE WHITING ST. SCHOOL, under the care of Mr. Loomis, has had on its register during the year 122 different pupils, and shows an average number registered, 34, and 32 in daily attendance; which gives .958 per cent. attendance through the year. The good order and attention of the boys to their duties are very creditable. In few of our schools are the studies made more clear to the comprehension of the pupils, or more practical in their application. Only boys are received in this school.

The following statements from Mr. Loomis, indicate encouraging progress in the improvement of the boys in the school. .

"Although the average attendance this year has not been as large as in some others, yet I feel that greater progress has been made. The boys have gradually come up to a higher level; they seem to have more correct views of right and wrong, to take less real pleasure in mischief, and more in upright dealing. Their behavior on the play-ground and on the street, is more gentlemanly; in fact, I think in these latter respects they will compare favorably with boys in other schools in the District. While in the school room, though often *forgetful*, they have ever been prompt to obey, *never saucy;* and are at all times willing to oblige their teacher. I find that obedience and respect go in company. And during the past year I have had calls from several of my former pupils, to thank me for making them mind and starting them on the road to successful manhood."

THE GRAND ST. UNGRADED SCHOOL, reports 47 different pupils, 21.4 average number registered and 19.3 daily attendance, .908 per cent. for the year. This school receives boys from the Woolsey sub-district only, which

accounts for the small number in attendance. It is an important department of the system, both as a relief to the other schools, in taking boys who cannot be governed or instructed in regular classes, and for the boys themselves who specially need individual instruction.

THE FAIR ST. UNGRADED SCHOOL is for both sexes. It reports 118 different pupils, 54.5 average number, 47.9 in daily attendance, .879 per cent. Two female teachers have charge of this school. The pupils are chiefly those who are necessarily too irregular to be members of the graded schools. Miss Wildman has done excellent service for the children of this school, who require peculiar treatment, which few teachers are either able or willing to attempt.

Truant Officer Sullivan reports the following as a part of his labors for the past school year.

Number of boys and girls transferred from the street and from graded schools, for vagrancy, truancy, and irregular attendance, to Fair St. Ungraded School,	62
Promoted from the same to other schools for *good* conduct, &c.,	22
Number of boys transferred from graded schools to Whiting St. Truant School, for truancy and other misconduct,	127
Promoted from the same for good conduct and regular attendance,	42
Number of boys arrested for truancy and taken to the Police Station,	125
Number of boys sent to the State Reform School, at Meriden, for truancy and disobedience to parents,	10

In every case the parents asked the court to commit after due inquiry was made.

Number of girls sent to the Industrial School, at Middletown, for truancy and disobedience,	1
Number of visits to families having children at school with regard to their attendance, &c.,	2,338
Number of calls made to schools, by order of Superintendent, or by special calls from principals,	1,587
Number of children found on the streets, and at their homes, not attending school,	67
Number arrested on the street and taken immediately to school,	93

The services performed by Officer Sullivan are peculiarly valuable to our whole school system. He is a terror to evil doers and holds in check many who, ready to yield to temptation, take warning from the transgressors who fall into his hands. Thus, the burden of government in every school is made lighter, and the privileges of well-disposed children are enhanced, in a corresponding degree, by the removal of disturbing influences. From long experience, he not only knows thoroughly the conduct, habits and character of every vicious boy falling under his notice, but he knows the families of which these boys are representatives.

The *preventive influence* of the Secretary, who notifies and confers with parents when their boys are first reported for transgression, and of the Truant Officer who restrains the incipient criminal, is an element in our municipal government worthy of careful consideration. "An ounce of prevention is worth a pound of cure" has a pertinent application to the subject.

What shall be taught in the schools? is a question which is discussed everywhere with increasing earnestness. Between those who would limit the teaching to a minimum,—to the smallest amount of the merest elements of common school studies, on the one hand, and those who would extend the curriculum to comprehend science, philosophy and religion, the range is very wide. The question is not new. The ancient philosopher, Aristippus, replied to the question, "What ought a boy to learn at school?" by saying, "He should learn that which he will need to use when he becomes a man." The knowledge essential to the man in a community like ours, to-day, differs widely, in many respects, from that which fitted one to be a citizen of Athens, two thousand years ago. Those who remember the schools of half a century ago, even, and the state of society then, as compared with the present, will readily recognize the changes manifest in both. Has society been metamorphosed by the work done in the school room? Doubtless, it has exerted an

influence; in what degree, for good or for evil, opinions will differ. But the child is told when he leaves school that his education is but just begun, and he is about to enter a wider field of study. He enters the great outside school, of the world, in which multitudes are found who have never been taught in any school, or to little purpose if at all; many have not had even the good influence of a decent family training. Who will say that the teaching and influence of the school are accountable for the evil that prevails in society, of the present day? On the contrary, it is the conservative influence of the school, that strives to resist evil in every form, in the absence of which, we have the testimony of our greatest and wisest statesmen, that our free institutions would be a forlorn hope.

But what *is* taught in our schools? First of all, every thing that pertains to the formation of true character. The whole discipline of a school consists in teaching the child what it is his duty to do, and what he should refrain from doing. It is a daily lesson, a perpetual exercise, for the pupil, to learn the distinction between right and wrong; to practice the right and avoid the wrong in all his conduct. The true teacher will impress upon the school the fact, that obedience to wholesome rules is required as a condition of attaining the object for which they are established.

In every case of discipline, the wrong-doer is made to feel that by transgression, he has done an injury to the little school community to which he belongs, and has gained no substantial good himself. The value of self-denial when tempted to yield to self-gratification; the importance of self-control when exposed to temptation, or danger, are presented as exercises for daily and hourly practice, by which the individual may learn how to avoid many dangers that will beset him in after life. A proper regard for rights in the tenure of property; a sense of propriety in all personal relations; truthfulness, honesty and faithfulness in the performance of every duty; punctuality and promptness in the observance of

appointments;—these are all made to contribute to the formation of right habits. The government of a well conducted school is not limited to keeping good order for the mere sake of an orderly school. The principles of government must be learned by practice; and nowhere can they be reduced to practice better than in such a community where the young members are preparing, in many ways, to become citizens of a larger one. The great end to be accomplished, both in the school and in the great outside world, is to secure *right self-government*, in every individual, from good motives based on correct principles.

The same principle is applicable to modes of instruction. What a teacher *tells* a pupil is of little value, compared with the power of investigation for himself, which he acquires from the teacher's method of instruction. From the earliest stage to the latest, in the life of the student, that is most valuable which comes from the development of his own powers. On this will depend, in a large degree, his own future enjoyment and his sphere of usefulness among his fellow-men.

What shall be the range of studies in the schools, it is of small moment to discuss. The prevailing sentiment of every community will determine that. The question, where shall the line be drawn between theoretical and practical teaching in the schools, will not be settled immediately in this country.

The study of principles will continue, as heretofore, because they cannot be dispensed with, while the increased cost and insuperable difficulties attending the turning of a school into a workshop, will render any considerable change impracticable. Yet improvements can be gradually made in that direction, without doubt. A closer connection between the studies of the school and their application to any kind of business in which a pupil may be employed, can be made. But, after all, such application will depend more upon the disposition of the pupil to make a practical use of his knowledge, after leaving

school, than upon the amount of instruction he has received.

But the work of the schools is only supplementary to that of the family. As the family is the basis which supports the fabric of the state, so the school becomes an essential element in the protection and prosperity of the great commonwealth of families. What shall be taught, what methods shall be adopted, and where the line of limitation shall be drawn to determine the extent of public instruction, must depend on the general sentiment of the communities whose interests are at stake.

Respectfully submitted.

A. PARISH,

Superintendent of Schools.

NEW HAVEN, AUGUST 31, 1881.

APPENDIX.

NEW HAVEN PUBLIC HIGH SCHOOL.

The High School is a part of the Public School system, in which instruction is provided in branches of study more advanced than those pursued in the Grammar Schools, and is the highest department furnished at public expense.

The following statement is made, that the citizens of New Haven may become better acquainted with the advantages it is designed to furnish to pupils, and to give definite information in relation to the special objects it aims to accomplish by its course of study.

I.—The Course of Study proposed for the High School comprises such instruction and branches of study as will give to its pupils both a *general* and *special* preparation for usefulness in after life. For those who desire a course of thorough mental training and to lay a foundation for the acquisition of knowledge, or who wish to prepare for a more extended course in the future, either in classical or scientific studies, provision is made for the study of Language and Mathematics to such an extent as the wants of the community may require. The scheme provides, also, for instruction in Natural and Physical Science, from which the pupil may obtain a general knowledge of principles, and their application in the various departments of industrial life.

A preparatory course of instruction is included in the Scheme, by which pupils are fitted to enter the Academic or Scientific departments of college.

The regular course, as laid down, is designed to occupy a space of four years, thus completing the period of public school instruction in such a manner as to furnish to every child a thorough and substantial education.

II.—As a large number of the young ladies who have been educated in the High School have become teachers, special efforts will be made to fit for the occupation of teachers those who desire to be so employed.

The Scheme of Studies herewith presented is a condensed plan, designed to exhibit the course of instruction necessary for the several purposes named.* [See the Course of Study, High School Course.]

PROGRAMME OF THE COMMERCIAL DEPARTMENT.

The course of study in the Commercial or Business Department will occupy one term, and embrace every branch of Book-keeping, also Penmanship, Commercial Law, Correspondence and Arithmetic.

Book-keeping—A complete knowledge of the Theory of Accounts, Journalizing, Posting and Settling Accounts, will be given, embracing a great variety of transactions in different kinds of business.

Penmanship—The instruction in Penmanship will be such as to insure rapid and legible business writing.

Commercial Law—The pupil will be made familiar with the various Legal Forms for writing Bills of Exchange, Promissory, Collateral and Judgment Notes, Mortgages, Bonds, Powers of Attorney, etc.

Correspondence—A variety of topics connected with the details of business will be given the pupil designed to serve as subjects for business letters. These letters will be critically examined, and inaccuracies of form, expression and style, corrected.

Arithmetic—The course in Arithmetic will be such as to fit the pupil for adding with rapidity and accuracy Ledger columns, for calculating Percentage, Profit and Loss, Insurance, Taxes, Duties, Interest, Exchange, Discount, General Averages, Partial Payments, Equation of Payments, and Partnership Settlements.

* Pupils in the regular course are required to pursue three studies, two of which are prescribed, the third optional. The optional studies are in italics.

TERMS OF ADMISSION TO THE HIGH SCHOOL.

The Annual Examination of candidates for the admission of a new class takes place during the last week of the Winter Term. Pupils residing in the city must be present at the regular examinations unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons: but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

The following are the branches on which the candidates are examined for admission: Arithmetic, English Grammar, History of the United States, Reading, Spelling, Penmanship, Music and Drawing. A knowledge of other and higher branches will be no substitute for those required.

The candidate must be familiar with "French's Common School" ARITHMETIC, omitting Arithmetical and Geometrical Progression; and "Eaton's Intellectual Arithmetic," or some other equivalent text-books.

In ENGLISH GRAMMAR, he must be able to analyze and parse, readily and correctly, ordinary sentences in prose and poetry, giving rules from the Grammar which shall indicate a clear understanding of the construction and principles of the language.

A thorough knowledge of the definitions, elementary principles and maps of Harper's Common School Geography, or its equivalent, is required, to which should be added a general acquaintance with the Descriptive Geography contained in the text-books.

A knowledge of the History of the United States is required.

Good Penmanship and ability to read and spell correctly are essential qualifications.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

ORGANIZATION.

The school comprises a Classical and an English department, the course of study in each occupying four years.

In the first, pupils are prepared for the Academical department of college. In the second, the range of study is broader and less technical, but includes three special objects, viz:

(*a*). The preparation of boys for the Scientific department of college.

(*b*). The training of pupils for commercial and general business by a thorough course in book-keeping and by other suitable studies.

(*c*). The preparation of young ladies for the work of teaching.

In addition to these three special features, the English course includes such studies as tend to make intelligent men and women and good citizens.

The regular daily work of each pupil in the English department comprises three studies and a "general exercise" in either reading, writing, drawing, spelling, singing, composition or declamation.

Members of the "College Class" necessarily take four studies, and are excused from all general exercises except composition and declamation.

NEW HAVEN PUBLIC HIGH SCHOOL.

Examination of Candidates, April, 1881.

Arithmetic.—Time, 3 hours.

1. What is the difference in sq. inches between $\frac{3}{4}$ of a yd. square and $\frac{3}{4}$ of a square yard?

2. Express 37817.8535 hours in years (of 365 days), days, hours, minutes and seconds.

3. If you travel till your watch is 55 minutes slow, how many degrees east or west have you gone, and in which direction?

4. A can do $\frac{1}{8}$ of a piece of work in 4 days; B $\frac{1}{8}$ in 5 days; C $\frac{1}{4}$ in 6 days, D $\frac{1}{4}$ in 7 days. How long will it take them all to do it together?

5. How deep is a cellar 35 ft. long and 27 ft. wide, if 175 cubic yards of earth are removed in digging it?

6. From $\frac{3}{7}$ of a week take $\frac{13}{144}$ of a day.

7. What decimal of an inch is $\frac{1}{176000}$ of a mile?

8. Sold sugar to the amount of $1642, and invested the net proceeds, less $2\frac{1}{2}$% commission for buying, in tea at $.75 per lb.; what is my commission in both transactions, the rate being the same in both?

9. If I buy 7 pounds of tea for $5 and sell 5 pounds for $7 what per cent. do I gain?

10. The cost is $12\frac{1}{2}$ cts., the profit $3\frac{1}{8}$ cts.; what is the rate per cent. of profit?

11. Bought stock at $98, and sold it at $103, brokerage in each transaction $\frac{1}{4}$%; what was the gain per cent?

12. What is the rate of taxation in a city, when a house assessed at $3,000 costs $62.50 for taxes?

13. Find the interest of $238.50 from Sept. 22 to Jan. 3 at 6%.

14. How long must $254 be on interest at 5% to gain $44.45?

15. A note is given for $346.36, dated March 26, 1877, on which are the following endorsements:—(By U. S. Rule.)

July 20, 1877, $54.75; April 8, 1878, $10; Sept. 26, 1878, $5.50; Jan. 6, 1879, $150.46; what was due May 2, 1879?

16. Jan. 1, A owes B $200 payable in four months and $600 payable in 8 months. Find the equated time for settlement.

17. What will be the bank discount and what the avails of a four months' note for $8646?

18. A, B and C hire a pasture for $91.50. A pastures 4 cows for 7 weeks, B 5 cows for 8 weeks, and C 6 cows for 9 weeks: what part of the rent shall each pay?

19. In the proportion $\frac{3}{4} : ? :: 1\frac{3}{8} : \frac{2\frac{1}{4}}{3\frac{1}{8}}$, what is the second term? Change the proportion to its simplest form.

20. What is the distance on the floor from one corner, diagonally, to the opposite corner of a rectangular room 16 by 24 feet? What is the area included by the sides of the triangle?

Max. 5 credits to each answer.

English Grammar.—Time, 3 hours.

1. When are words said to be *derivative*, and when *compound?* Give examples of each.

2. Write a sentence, or several sentences, containing the word *that* as a conjunction, an adjective, and a relative pronoun.

3. Correct "I done as well as I could," and give the reason for the correction. Also, "We hoped to have heard from you before this." "What signifies good opinions when our practices is bad?"

4. Parse *what* in the sentence, *This is precisely what is necessary.*

5. *Compare* all the words in the following couplet that admit of comparison:—

How far that little candle throws his beams!
So shines a good deed in a naughty world.

6. Define, 1. A phrase, 2. A clause, 3. A simple sentence, 4. A complex, and 5. A compound sentence. Write one of each to illustrate.

7. Change the following sentence into its equivalent passive form:—"Them that honor me, I will honor."

8. Define the following classes of nouns, and illustrate by sentences containing them:—Common; proper; abstract; compound.

9. Mention four general classes of adverbs. Illustrate by sentences.

10. What is an adverbial element? An adjective element? Illustrate.

11. Write a sentence containing a relative pronoun in the objective case, and parse the relative.

12. Write a *declarative*, an *imperative* and an *interrogative* sentence, with two or more modifiers of the predicate.

13. Write the plural of *fly*, *staff*, *money*, *pailful* and *Mussulman*.

14. Give the principal parts of *be*, *fly*, *flow*, *flee*, *go*, including the present participle.

15. *Analyze* the following couplet and *parse* the words in italics:—

Now came still evening *on*, and *twilight gray*
Had in *her* sober livery *all things* clad.—*Milton.*

Max. credits, Anal. 10. Pars. 10.

16. Write the following correctly in every particular:—

On the 5 of september 1774 The contenental congress meet at carpenter's hall filadelfia fifty three delegates appear reprisenting every collony but georgia adams was there washington richard henry lee of virginia & patrick henry never deef to his Country call A peticion was address to the king and a appele was made to the people of grate briton but prepparation for the worst was not forgoten.

Max, 10 credits.

History of United States.—Time 3 hours.

1. Name five discoveries between 1492 and 1607, inclusive; name the discoverer and the year of each discovery.

2. Name five settlements attempted or made, between 1492 and 1607; tell who made them and in what year.

3. Tell what you can of the discoverer and discovery of the Pacific Ocean. In what year was it discovered.

4. Name the thirteen original States derived from the early colonies.

5. Name ten of the most interesting and important events you remember that occurred in the colonies, or early history of the original States.

6. Describe one of the events you named in answer to the fifth question.

7. State the principal cause of the French and Indian War; when it began and when it ended. What was the result?

8. Name five important events which occurred during this war.

9. Name five battles fought and the commanders on each side. Where did these battles take place?

10. State the principal causes of the war of the American Revolution.

11. When and where did the war begin; when was the army disbanded, and what did Washington then do?

12. Name five important events that occurred in 1775 and 1776.

13. Give an account of Benedict Arnold.

14. What was the very important event of July, 1776? Give some account of it and state how it is now regarded.

15. Who was LaFayette? What can you say about him?
16. Give an account of Burgoyne's Surrender. Describe its effects and how it was received in Europe.
17. What were the causes of the war of 1812 with England? In whose administration did it occur? How long did it continue?
18. Give a brief account of the war of the U. States with Mexico. Under whose administration? Cause? Begun—ended? Chief commander of U. S. Army? Result of the war?
19. Describe some of the most important events of Abraham Lincoln's administration.
20. Name the Presidents of the U. States in the order of their succession, and the years when the administration of each began and ended.

Max. 5 credits to each answer.

Geography.—Time, 2½ hours.

1. Name the Summer months of Chili.
2. Name two cities in Europe situated in about the same latitude as New York.
3. Tell where the following mountains are located:

1. Chimborazo.	5. Lebanon.	8. Sinai.
2. Alps.	6. Cascade Range.	9. Etna.
3. Hecla.	7. Pike's Peak.	10. Katahdin.
4. Cotopaxi.		

4. Tell from what *States* or *countries* the following productions are obtained:

1. Cotton.	5. Iron.	8. Coffee.
2. Anthracite Coal.	6. Gold.	9. Sugar.
3. Tea.	7. Rice.	10. Seal Skins.
4. Oranges.		

5. Name, *in order*, the *bodies of water* over which a vessel would pass, in going from London, by way of Suez, to Bombay, from Bombay to Canton, from Canton to Tokio.
6. Name the States bordering on Lake Michigan and the capital of each.
7. In sailing up the Mississippi river from its mouth to the latitude of Chicago, what States would you see on the *east side?*
8. What and where are the following:—

1. Ceylon.	5. Maracaybo.	8. Suez.
2. Danube.	6. Bermudas.	9. Montreal.
3. Tasmania.	7. Equator.	10. Oceanica.
4. Transvaal.		

9. Bound Kentucky, and name the capitals of the States bounding it.
10. Bound New Haven. Give its population by the census of 1880.

Maximum mark 5 for the answer to each question.

DRAW THE MAP OF EUROPE.

Indicate the location of the objects, by placing the *figure* preceding each on the map, instead of the name. Draw the map on quarter sheet drawing paper.

1. London.	10. Edinburgh.	18. Greece.
2. Black Sea.	11. Switzerland.	19. Dublin.
3. Portugal.	12. Paris.	20. Madrid.
4. Pyrenees Mts.	13. Naples.	21. R. Po.
5. Rome.	14. Volga R.	22. R. Rhine.
6. Mt. Vesuvius.	15. Ural Mts.	23. St. Petersburgh.
7. Constantinople.	16. Odessa.	24. Moscow.
8. St. of Gibraltar.	17. Crimea.	25. Denmark.
9. Kiolen Mts.		

Maximum credits 25 for the Map; 25 for location of objects.

HILLHOUSE HIGH SCHOOL.

Annual Examination, April, 1881.

The following embrace only a portion of the questions actually used, others being omitted for want of space.

FOURTH CLASS.

Book-keeping.

Write Journal, Ledger, and Trial Balance; also write the draft mentioned on the 24th day.

New Haven, May 1, 1881. The partners in this business are Robert Morris and Chas. Dayton. The gains and losses are to be divided equally.

Robert Morris invests Cash, $1000; Promissory Note for $2500, signed by D. Osborne, dated March 9, to run two mos., with interest at 6 per cent.

C. Dayton invests Cash, $6000; Merchandise, $2200.

The firm assumes for him a note, favor of A. M. Clapp, due May 15, 1881. Also Thompson & Hayes' draft on him, accepted April 27, to run 10 days, $2000.

2. Bought of Davis & Co., 800 brls. Genesee Flour, at $9, $7200. Gave in payment our note at 12 days, $3500; paid the balance in cash, $3700.

4. Sold for cash, 400 brls. of Genesee Flour, at $10, $4000.

Bought of A. N. Johnson on account, 1000 bush. Western Wheat, at $3, $3000.

7. Paid Thompson & Hayes' draft (mentioned on the 1st inst.), in cash, $2000.

Sold for cash, 350 bush. Wheat, at $5, $1750.

8. Shipped to Russell & Co., Albany, to be sold on our account and risk, 400 brls. Genesee Flour, at $10.50, $4200; 450 bush. of Wheat, at $4. $1800, Total, ———. Paid drayage in cash, $6.25.

Received cash for D. Osborne's note. Face of note, $2500. Interest for two mos. at 6 per cent., $25.

30. Paid cash for our note favor of A. M. Clapp. Face of note, $3000. Interest for 15 days at 6 per cent., $7.50.

Inventory. Merchandise, $4380.

FOURTH CLASS.

Physical Geography.

1. To what is the flattening of the earth at the poles due? (1)

What is trap rock and how formed? (2)

Give examples of trap rock in the vicinity of New Haven. (1)

What peculiarity is noticeable in the slope of mountain systems? (3) Illustrate by example. (1)

2. Describe the most important plateau of Europe. (5)

What are the most depressed regions below the sea level both on the Eastern and Western Continents? (5)

For what is the Pacific Ocean remarkable as respects volcanoes? (3)

3. Name places noted for copper, iron, tin and lead. (4)

Rain, fog, clouds, dew, frost, snow, hail. Explain the formation of each of these. (7)

Describe glaciers, their formation, structure and motion. (4)

4. What are the influences affecting the climate of different countries? (6) Into how many regions is the United States divided in regard to rain? Describe each. (4)

5. Give facts showing the great mineral and metallic wealth of the United States. (3)

What are their physical advantages? (1)

FOURTH CLASS.

Physiology.

1. Name the bones of the skull. (2) What gives to a joint its flexibility and smoothness of motion? (4) Why is extra covering necessary during sleep? (4)

2. What is the most appropriate time for a bath, and how can we judge of its good and ill effects? (4) Why is salt meat less nutricious than fresh? (2) What measures should be taken to restore a person who has fainted? (4)

3. Of what use is saliva in the process of digestion? (2) What injurious effects result from rapid eating? (4) After the food has been digested, explain how it gets into the blood to enrich it. (4)

4. Trace the circulation of the blood. (4) Explain why people who have heart or lung disease should not exercise violently. (3) What is the diaphragm and what its function during the process of respiration. (3)

5. What change takes place in the eye upon viewing a near and then a distant object? (4) What often produces temporary deafness during a cold? (3) What gives rise to the expression "the foot is asleep?" (3)

FOURTH CLASS.

Latin.

Translate—

1. Tanta vis probitati est, ut eam vel in hoste diligamus. Majus gaudium fuit, quam quod universum homines caperent. (10)

2. Decline *vis*. Syntax of *probitati?* of *quod?* Gender of *eam?* Why? of *homines?* Principal parts of *diligamus?* Compare *majus*. (10)

3. Give the gender of the following nouns, and the rule for it: *pax, manus, salus, ager, pes.*

Decline the following nouns, marking the quantity of the penultimate and final syllables in each form: *filius, iter, domus, filia, dies.* (10)

Translate—

4. Vir venit ut portas claudat. Pater jussit ut abirem. Inde decretum est a senatu, ut videret consul ne quid detrimenti respublica caperet. (10)

5. Decline *vir; quid.* Genitive Sing. of *pater?* of *senatu? consul? respublica?* Syntax of *quid?* of *detrimenti?* Principal parts of *jussit?* of *decretum est?* Explain the subjunctives. (10)

6. Give the rule for the genitive after nouns. Explain the difference between the subjective and objective genitive, illustrating by examples. Rule for the case with partitives. For time when; how long. For space; for place; price; specification. For verbs of asking. (10)

Translate—

7. His name was Cæsar. Do not trust fortune. This is my care. The fields of the king are beyond the river. Cæsar acquitted the soldier of the crime. (10)

8. Give the principal parts of *fundo, gaudeo, abeo, cædo, facio* (in the passive voice).

The present subjunctive and future indicative, third person singular of *sum, cerno, eo, malo, venio.* (10)

Translate—

9. Vir ille grammaticam *nos* docebat. Omnes *me* rident. Solus potitus est *imperio* Romulus. Vir multos *annos domi* vixit. Puer redierat *rus.* (10)

10. Syntax of italicized words. Principal parts of *rident, potitus est, vixit, redierat.* Feminine form of *puer.* Synopsis of *potitus est.* (10)

THIRD CLASS.

Cæsar.

1. Translate—

Divitiacus, multis cum lacrimis Cæsarem complexus, obsecrare coepit, ne quid gravius in fratrem statueret: 'Scire se illa esse vera, nec quemquam ex eo plus quam *se doloris* capere, propterea quod, cum ipse *gratia* plurimum *domi* atque in reliqua Gallia, ille minimum propter adulescentiam posset, per se crevisset; quibus opibus ac *nervis* non solum ad *minuendam* gratiam, sed paene ad perniciem suam uteretur; sese tamen et amore fraterno et existimatione vulgi commoveri. Quod si *quid ei* a Caesare *gravius* accidisset, cum ipse eum locum amicitiae apud eum teneret, neminem existimaturum non sua voluntate *factum;* qua ex re *futurum*, uti totius Galliae animi a se averterentur.' (10)

2. Syntax of italicized words. May *ut nihil* be used instead of *ne quid* in the second line? Explain the difference. Explain the subjunctives *posset, crevisset* and *uteretur*. What is the difference between *ipse* and *ille* in the fourth line? (10)

3. Change Indirect Discourse in this passage to Direct Discourse. (10)

4. Translate—

Eo de media nocte Cæsar, *isdem ducibus* usus qui nuntii ab Iccio venerant, Numidas et Cretas sagittarios et funditores Baleares *subsidio oppidanis* mittit; quorum *adventu* et Remis cum spe defensionis studium propugnandi accessit, et hostibus eadem de causa spes potiundi oppidi discessit. Itaque, paulisper apud oppidum morati, agrosque Remorum depopulati, omnibus vicis aedificiisque *quos* adire poterant incensis, ad castra Caesaris omnibus *copiis* contenderunt, et ab millibus passuum minus duobus castra posuerunt: *quae* castra, ut fumo atque ignibus significabatur, amplius *milibus passuum* octo in latitudinem patebant. (10)

5. Syntax of italicized words. Explain and illustrate from this passage the difference between the gerund and gerundive construction. Why do the participles *morati* and *incensis* differ in construction? (10)

6. Translate—

Eodem fere tempore P. Crassus cum in Aquitaniam pervenisset,—quae pars, ut ante dictum est, et regionum latitudine et multitudine hominum ex tertia parte Galliae aestimanda,—cum intelligeret in iis locis sibi bellum gerendum, ubi paucis ante annis L. Valerius Praeconinus legatus exercitu pulso interfectus esset, atque unde L. Mallius proconsul impedimentis amissis profugisset, non mediocrem sibi diligentiam adhibendam intelligebat. (7)

7. What was the office of proconsul? Give two meanings of *legatus*. Name the principal verb and show the connection of each subordinate verb in this sentence. Syntax of *sibi* and *diligentiam*. (6)

8. Translate—

Nam, quod, omni ex reliquis partibus demesso frumento, pars una erat reliqua, suspicati hostes huc nostros esse venturos, noctu in silvas delituerant; tum dispersos, depositis armis, in metendo occupatos, subito adorti, paucis interfectis, reliquos incertis ordinibus perturbaverant, simul equitatu atque essedis circumdederant. (7)

Give the principal parts of the verbs from which the participles are derived. (5)

Describe Caesar's passage to Britain with the difficulties of the landing. (5)

9, 10. Write in Latin—

1. The one party will withdraw upon a mountain, the other will betake themselves to their baggage and carts. 2. Our soldiers are crossing the Rhine, which is very perilous. 3. The soldiers are very unwilling to go through the middle of their own city. 4. Caesar was the first to lead Roman soldiers across the river Rhine. 5. We love that liberty which we have received from our ancestors. 6. When you and I lead our troops across the river Rhine, we shall scatter the Germans some in one direction and some in another. 7. Let us march into the enemy's country that he may not winter in ours. 8. Metellus sent ambassadors to the king, who were to beg him not to cut down the bridge. 9. Our soldiers are so cowardly that they will not advance to the attack. 10. Ariovistus sends forward his infantry with all his cavalry, which forces are to terrify our men. (20)

THIRD CLASS.

Rhetoric.

I. State what you can of the origin of Figures. (2)

Point out and explain the figures in the following:

Ye are our epistle written in our hearts, known and read of all men.

There are whole veins of diamonds in thine eyes.
Might furnish crowns for all the queens of earth.

Language is the art of concealing thought.

Ignorance is the curse of God; knowledge, the wing wherewith we fly to heaven.

What has the gray-haired prisoner done?
Has murder stained his hands with gore?
Not so, his crime is a fouler one:
God made the old man poor! (5)

Criticise the following:

A torrent of superstition consumed the land.

Boyle was the father of Chemistry, and brother to the Earl of Cork.

To take arms against a sea of troubles. (3)

II. Write a full synopsis of the subject—Sentences. (10)

III. Explain the adoption into our language of the following words: ignis fatuus, omnibus, item, quorum, laconic. (5)

Give Pope's rule concerning new words. (2)

Give derivation and meaning of the following, and state which are good English words: nom de plume, alibi, finale, disobedientness, soupçon, elocutist. (3)

IV. Give synonyms of the word *battle*, with distinctions in meaning. (4)

Illustrate by an example each of the following classes of sentences: Periodic, Loose and Balanced. (3)

Name and define the Special Properties of Style. (3)

V. Give, in the order of importance, the elements of the English Language, with numerical proportion of each.

Character of words derived from the Greek. Illustrate.

Sources of foreign words of recent introduction. Illustrate. (5)

Write correctly, in all respects, giving the reason for each change:

Olger the dane and Desiderio
king of the lombards on a lofty tower
Stood gazing northward oer the rolling plains
League after league of harvests to the foot
Of the snow crested Alps and saw approach
A mighty Army thronging all the roads
That led into the City. And the King
said unto Olger who had passed his youth
As hostage at the court of france and knew
the emperors form and face is charlemagne
among that host and Olger answered no. (5)

THIRD CLASS.

Algebra.

I. *a.* Add $\frac{3}{5}\sqrt{\frac{2}{3}}$ and $\frac{3}{4}\sqrt{\frac{24}{6}}$. (4)

b. Extract the square root of $\frac{1}{2}\sqrt{\frac{1}{3}}$. (3)

c. Multiply $2\sqrt{\frac{1}{2}}$ by $3\sqrt[3]{2}$. (3)
Simplify the results.

II. *a.* Find the square root of $57-12\sqrt{15}$. (6)

b. Solve the equation $x^{\frac{2}{3}}+x^{\frac{1}{3}}=756$. (4)

III. *a.* Multiply $2\sqrt{-5}-2\sqrt{-3}$ by $2\sqrt{-5}+2\sqrt{-3}$. (5)

b. Solve the equation

$$5\sqrt{x-9}=3\sqrt{x+3}-2\sqrt{x-12}.$$ (5)

IV. *a.* Write the equation whose roots are -6 and $+11$. (4)

b. Find the values of x and y in

$$x^3-y^3 : x^2y-xy^2 :: 13 : 3$$
$$x+y=8.$$ (6)

V. *a.* Find six arithmetical means between 1 and 50. (4)

b. Find three geometrical means between 2 and 162. (4)

VI. *a.* Solve the equation

$$abx^2-a^2x=b^2x-ab.$$ (6)

b. Find the values of x and y in the equations

$$x^2+xy=28$$
$$xy-y^2=3.$$ (6)

VII. Resolve into three partial fractions

$$\frac{48+6x-5x^2}{(4-x^2)(3+x)}.$$ (10)

VIII. Expand $\dfrac{a}{\sqrt{2a^2-3b^2}}$ into a series, writing the first five terms. (10)

IX. Show how any given fraction, represented by $\frac{m}{n}$, can be converted nto a continued fraction. (10)

X. From two points which are distant from each other 1800 feet, two oodies move towards each other, the first starting 5 seconds before the other, and they meet midway between the two points. Supposing the first moves 6 feet in a second less than the other, what is the rate of motion of each? (10)

THIRD CLASS.

Greek.

1. Write correctly *λέλεγθον, διδόη, ἱστάασι, πέφανμαι, λήβσομαι, φιλεοίην, τιμάουσι, ενρίπτω, πεπειθται, ἐπ' ἡμῶν.* (5)

Give the principal rules for the accent of nouns. What instances are there of nouns with long ultima, having the accent on the antepenalt? (3)

2. Decline *μοῦσα, ἀνώγεων, νοῦς.* (5)

3. Decline *ναῦς, τριήρης, θρίξ, ἄστυ.* (10)

4. Decline *ἀληθής* in the singular, and *ἁπλοῦς* in the plural. (7)

Compare *σαφής, ἡδύς, μεγάλως, πολύς.* (3)

5. Decline *ὅστις* and *εἷς.* (10)

6. Name the respective tenses in which the different modes in Greek are found. In what tenses does the passive voice differ in form from the middle? Explain the different methods of forming the stem of the Perfect system. When is the stem vowel of *μι* verbs lengthened? (5)

7. Write all the infinitives and participles of *λύω.* Write the synopsis of the Present Active of *ἵημι* and *εἶμι*, and of the First Aorist Passive of *λύω.* (10)

8. Inflect the Present Indicative Active of *ἵστημι*; First Aorist Passive Indicative of *φαίνω*; First Aorist Middle Indicative of *φαίνω*; Perfect Middle Indicative of *ἀλλάσσω.* (10)

9. Translate—

(1) *ὁ δὲ Κῦρος ἔπεμψε τῷ Θεττάλῳ δέκα ἡμερῶν μισθόν.* (2) *ηὕρισκον δὲ καὶ νεῦρα ἐν ταῖς κώμαις καὶ μόλυβδον.* (3) *δῆλον ἦν ὅτι ἐγγὺς που βασιλεὺς ἦν.* (4) *εἶτα δὲ παρήλαυνεν ἐφ' ἁρματος καὶ ἡ Κιλίσσα ἐφ' ἁρμαμάξης.* (5) *τί ἔσται τοῖς στρατιώταις, ἐὰν βασιλεῖ ταῦτα χαρίσωνται.* (6) *ἱκανὸς δὲ καί ἐστιν ἐμποιῆσαι τοῖς παροῦσιν ὡς πειστέον ἐστι Κλεάρχῳ.* (7) *εἰ οὖν ὁρῴην ὑμᾶς σωτήριόν τι βουλευομένους, ἔλθοιμι ἂν πρὸς ὑμᾶς.* (8) *ταῦτα δὲ ἤγγελλον πρὸς Κῦρον οἱ αὐτομολήσαντες πρὸ τῆς μάχης.* (9) *πιεζόμενος ὑπὸ τῶν οἴκοι ἀντιστασιωτῶν ἤτησε Κῦρον μισθόν.* (10) *καὶ εἴ τι παραγγεῖλαι χρήζοιεν, ἐν ἡμίσει ἂν χρόνῳ αἰσθάνοιτο τὸ στράτευμα.* (15)

10. Construction of *ἡμερῶν, στρατιῶταις, βασιλεῖ, ταῦτα, Κλεάρχῳ, τοῖς παροῦσιν.* State where the following forms are found: *ηὕρισκον, ἔσται, χαρίσωνται, ἐμποιῆσαι, παραγγεῖλαι, ἤτησε,* and give the verb to which each belongs. Analyze *ὁρῴην, ἔλθοιμι, ἐμποιῆσαι, παραγγεῖλαι.* Explain the character of the conditional sentences among the foregoing. Translate "the good men" and "the men are good" into Greek. Write as many English words as you can, derived from words in this passage. (11)

JUNIOR CLASS.

Modern History.

1. Name ten men, not sovereigns, who have played a conspicuous part in European history since the accession of Henry VIII. of England. Assign each to his proper country and reign, and state for what he is famous.
2. Tell the story of Mary Stuart's life.
3. What are indicated by the following? The Petition of Right; The Self Denying Ordinance; Pride's Purge; The Pragmatic Sanction; The South Sea Bubble; The Code Napoleon.

What nations were parties to the Peace of the Pyrenees, and what important provision of this treaty was afterwards violated by one of them?

4. Name three important invasions of England, with the reign in which each occurred. Give an account of one of them.
5. Peter the Great and his services to Russia.

JUNIOR CLASS.

English Literature.

1. Give the outline of an important Anglo Saxon poem with the supposed time of its composition and the age and place of the existing manuscript.
2. By whom and under what circumstances was printing introduced into England? Name and date of the first book published there. Describe the mode of work in an early printing establishment.
3. Assign to their proper historical period the following writers and mention their principal works. Bede, James Macpherson, John Gower, Sir Thomas More, Nicholas Udall.

Name the pilgrims of The Canterbury Tales.

4. Give those incidents of Shakspere's Richard III. in which Lord Hastings is the prominent character.
5. Locate the following and explain the italicized passages.

"Now is the *winter of our discontent*
Made glorious summer by this *sun of York.*"

"*Hold, or cut bow-strings.*"

"See, see! *dead Henry's wounds*
Open their congealed mouths and bleed afresh."

"Hie therefore, *Robin*, overcast the night;
The starry *welkin* cover thou anon
With dropping fog, as black as Acheron."

"Then *fiery expedition be my wing,*
Jove's Mercury, and herald for a king!"

JUNIOR CLASS.

Physics.

1. (*a*) Explain the propagation of sound. (5)
   (*b*) Give an account of some remarkable echoes. (5)
2. (*a*) Explain resonance. (5)
   (*b*) Give an account of sensitive flames, within and without tubes. (5)
3. (*a*) Explain the action of different kinds of lenses. (5)
   (*b*) Define and illustrate conduction, convection and radiation. (5)
4. (*a*) Illustrate the equal transmission of pressure to every part of a body of liquid. (5)
   (*b*) Describe the Hydrostatic Press. (5)
5. (*a*) What particulars determine the height at which a column of mercury will be sustained? (5)
   (*b*) Describe the different forms of water wheels. (5)

JUNIOR CLASS.

Geometry.

1. Let two secants intersect without a circumference. Find the value of the angle formed. (15)
2. Let a line bisect the exterior angle of a triangle. Show what may be proved of the segments of the base. (15)
3. Draw a common tangent to two given circles. (20)
4. (*a*) Let two circumferences touch each other externally. What is the distance between their centres? (10)
   (*b*) What is the value of the plane angles which contain any solid angle? (15)
5. Find the value of the frustum of a triangular pyramid. (25)
6. Find the locus of the vertices of all the angles of a given magnitude whose sides, or sides produced, pass through two fixed points. (20)
7. Divide a given straight line harmonically in a given ratio. (20)
8. Given the radius and apothem of a regular polygon, compute the radius and apothem of the isoperimetric polygon of double the number of sides. (20)
9. Find the limits to which the perimeters of regular inscribed and circumscribed polygons approach when the number of their sides is increased indefinitely; also the limit of their areas. (20)
10. Find the area of a spherical polygon. (20)

JUNIOR CLASS.

Chemistry.

1. (*a*) Explain what takes place when potassium or sodium is thrown on water. (5)
   (*b*) How can you prove that oxygen and hydrogen are the only substances in water? (5)
2. (*a*) Write the symbols of Hydrochloric, Sulphuric, Nitric and Carbonic acids; and of Ammonia, Marsh-gas and Heavy Carburetted Hydrogen. (5)
   (*b*) Give the reaction in making oxygen from potassium chlorate. (5)
3. Describe the manufacture of sulphuric acid. (10)
4. (*a*) Explain the use of chlorine in bleaching. (5)
   (*b*) Describe Bunsen's lamp, and explain its action. (5)
5. (*a*) Compare potassium and sodium substances. (5)
   (*b*) What are the usual forms of sulphur, and how is each prepared? (5)

JUNIOR CLASS.

Vergil.

1. By what different names does Vergil indicate the Trojans? the Greeks? their derivation?

Who or what were Calchas, Tenedos, Triton, Strophades, Thymbraeus, Xanthus, Parcae? Comment upon one of them.

2. Translate:—

At Venus obscuro gradientes aëre sepsit,
Et multo nebulae circum dea fudit amictu
Cernere ne quis eos, neu quis contingere posset,
Molirive moram, aut veniendi poscere causas.
Ipsa *Paphum sublimis* abit, sedesque revisit
Laeta suas, ubi templum *illi*, centumque Sabaeo
Ture calent arae sertisque recentibus halant.
Corripuere viam interea, qua semita monstrat.
Jamque adscendebant collem, qui plurimus *urbi*
Imminet adversasque adspectat desuper arces.
Miratur molem Aeneas, *magalia* quondam,
Miratur portas strepitumque et strata viarum.
Sustant ardentes Tyrii, *pars* ducere muros
Molirique arcem et *manibus* subvolvere saxa,
Pars optare locum *tecto* et concludere sulco;
Jura magistratusque legunt sanctumque senatum.

3. Syntax of italicized words. Principal parts of *contingere*, *imminet*, *concludere*, *legunt*. Derive *strata*, *sepsit*, *adversas*, *portas*, *instant*, *senatum*. Decline *ture*. Synonyms of *saxa*, *muros*, *sedes*, with distinctions of meaning. Trace the connection between *gradientes* and its compounds and their English derivatives.

4. Translate:—

Vestibulum ante ipsum primoque in limine Pyrrhus
Exsultat, telis et luce coruscus aëna;
Qualis ubi in lucem coluber mala gramina pastus
Frigida sub terra tumidum quem bruma tegebat,
Nunc positis novus exuviis nitidusque *juventa*,
Lubrica convolvit sublato *pectore* terga
Arduus ad solem, et linguis micat ore trisulcis
Una ingens Periphas et equorum agitator *Achillis*
Armiger Automedon, una omnis Scyria pubes
Succedunt *tecto*, et flammas ad culmina jactant.
Ipse inter primos correpta *dura* bipenni
Limina perrumpit postisque a cardine vellit
Aeratos; jamque excisa trabe firma cavavit
Robora, et ingentem lato dedit *ore* fenestram. (10)

5. Describe a Roman house and give an account of a Roman wedding.

6. Construction of italicized words. Principal parts of *tegebat*, *pastus*, *convolvit*, *correpta*, *perrumpit*, *sublato*. Derive *tumidum*, *bruma*, *trisulcis*, *armiger*, *exsultat*. Decline *pectore*. Write the synopsis of *tegebat* in the same person and number. What house was this and what did Phyrrus do in it? What eight English derivatives from words in this passage. (9)

7. Translate:—

Illa manent immota *locis*, neque ab ordine cedunt;
Verum eadem, verso tenuis cum cardine ventus
Impulit et teneras turbavit janua frondes,
Nunquam deinde cavo volitantia prendere saxo,
Nec revocare *situs* aut jungere carmina curat:
Inconsulti abeunt, sedemque odere Sibyllae.
Hic tibi ne qua morae fuerint dispendia *tanti*
Quamvis increpitent socii, et vi cursus in altum
Vela vocet, possisque sinus implere secundos,—
Quin adeas vatem precibusque oracula poscas

Ipsa canat, vocemque volens atque ora resolvat.
Illa *tibi* Italiae populos venturaque bella,
Et quo quemque modo fugiasque ferasque laborem
Expediet, cursusque dabit venerata secundos. (12)

8. Construction of italicized words. Principal parts of *poscas*, *canat*, *prendere*, *resolvat*. Explain the subjunctives in the passage. Where and by whom were these words spoken and where was the "*sedes Sibyllae?*" Who are referred to in the subject of *abeunt?* (7)

9. Translate:—

I, soror, atque hostem supplex adfare superbum:
Non ego cum Danais Trojanam exscindere gentem
Aulide juravi, classemve ad Pergama misi,
Nec patris Anchisae cineres Manisve revelli
Cur mea dicta neget duras demittere in aures
Quo ruit? extremum hoc miserae det munus amanti
Exspectet facilemque fugam ventosque ferentis.
Non jam conjugium antiquum, quod prodidit, oro,
Nec pulchro ut *Latio* careat regnumque relinquat
Tempus inane peto, requiem spatiumque furori
Dum mea me victam doceat fortuna dolere
Extremam hanc oro veniam—miserere *sororis*—
Quam *mihi* cum dederit, cumulatam morte relinquam. (11)

10. Construction of italicized words. Explain the subjunctives *neget*, *det*, *careat*. Compare *facilem*, *extremum* and *pulchro*. Explain the derivation of *conjugium*, *supplex*, *cumulatam*. Comment upon the following expressions: *niveam Paron*, *Jovi Stygio*, *tergeminam Hecaten*, *dei jussu nunquam credita Teucris*, *falsi Simoentis ad undam*. (8)

11. Translate:—

Eutelle, *heroum* quondam fortissime frustra
Tantane tam patiens nullo *certamine* tolli
Dona sines? ubi nunc *nobis* deus ille magister
Nequiquam memoratus Eryx? tibi fama per omnem
Trinacriam, et spolia illa tuis pendentia *tectis?*
Ille sub haec: Non laudis amor, nec gloria cessit
Pulsa metu; sed enim gelidus tardante senecta
Sanguis hebet, frigentque effetae in corpore vires,
Si *mihi* quae quondam fuerat, *quaque* improbus iste
Exsultat fidens, si nunc foret illa juventas,
Haud equidem pretio inductus pulchroque juvenco
Venissem, nec dona moror. (10)

12. Construction of italicized words. Principal parts of *pendentia*, *fidens*, *pulso*. Decline *deus*. Explain the form of the condition in the last sentence, naming the protasis and apodosis. What is the more common form for *foret?* What does *haud* modify? Who was Eryx and who was *improbus ille?* Comment upon the expression *sed enim* and supply the words which are necessary. (9)

13. Scanning with application of rules. (5)

Latin Prose.

1. O that some of the Gauls had surrendered themselves and all their possessions to me.

2. While the general was delaying in the vicinity of Geneva for the sake of supplies, men from a large part of Helvetia came to him to excuse themselves.

3. Do not begin the battle on the right wing, but withdraw at once upon the mountain.

4. A storm arose which drove our ships some in one direction and some in another.

5. The king makes us shudder at his cruelty, as if he were present.

6. If he had not led his army down out of these districts, I should have regarded him as an enemy.

7. The brave soldier complains because he has been hindered from renewing the battle.

8. The legates promised to find out what was the size of the island and what tribes inhabited it.

9. The king answered that if we had surrendered our town to him, his private property would have been greatly increased.

10. You ought to have exhorted your soldiers not to throw back any weapons at all at the enemy. (20)

SCIENTIFIC CLASS.

Algebra.

1. (*a*) What are the limiting values of x, determined from the conditions $3x - 2 > \frac{1}{2}x - \frac{1}{3}$ and $\frac{7}{8} - \frac{3}{4}x < 8 - 2x$. (4)

(*b*) The sum of three numbers in harmonical proportion is 191, and the product of the first and third is 4032; required the numbers. (6)

2. The second and sixth terms of a geometrical progression are respectively 21 and 1701. Required the first term and the ratio. (10)

3. $\sqrt{\frac{x}{y}} + \sqrt{\frac{y}{x}} = \frac{y}{\sqrt{xy}} + 1$ and $\sqrt{x^3y} + \sqrt{xy^3} = 78$. (10)

4. Derive the real and imaginary forms of the roots of an affected quadratic equation. (10)

5. (*a*) Find the sum of .5444 to infinity. (4)

(*b*) Prove that the sum of n terms of 1, 3, 5, 7, etc., is to the sum of m terms as $n^2 : m^2$. (6)

SENIOR REVIEW.

German.

1. Translate: Valcour. Da sei außer Sorgen! Ich habe keine Zeit dazu und will es ihr hinauf sagen lassen, ohne sie nur einmal zu sehen. Uebrigens behalte ich mir's vor, bei einer andern Gelegenheit ihre nähere Bekanntschaft zu machen. Ich schätze den Bruder zu sehr, um die Schwester nicht zu lieben, wenn sie hübsch ist, versteht sich.

2. Give the second person singular of the verb zurückgeben in all its moods and tenses.

Translate: Der Kranke ist wieder genesen. Ich vergaß Ihnen zu sagen, daß ich Ihren Freund gesehen habe. Der Arme bat mich um eine Unterstützung; er hat schon viele Leute gebeten.

3. Translate: When will you give them back to me? Who has thrown the stone into the window? The Romans excelled all other nations in valor. A German called Gutenberg invented the art of printing. The poor woman wrung her hands in despair.

4. Translate: Champagne. Sie sollen mit mir zufrieden sein. In wenigen Augenblicken werde ich damit als Kourier von Straßburg ankommen, gespornt und gestiefelt, triefend von Schweiß. Sie, gnädiger Herr, halten sich wacker.—Muth, Dreistigkeit, Unverschämtheit, wenn's nöthig ist.—Den Onkel gespielt, die Tante angeführt, die Nichte geheirathet und, wenn alles vorbei ist, den Beutel gezogen und den redlichen Diener gut bezahlt, der Ihnen zu allen diesen Herrlichkeiten verholfen hat.

5. Reading for pronunciation.

SENIOR CLASS.

Geology.

1. Define Faults; Jointed Structure; Folds. (5)
2. Origin of Veins and Dykes. (8)
3. The Primary Divisions of geological time, and the Typical Life of each. (15)
4. Origin of the Bad Lands of Dacota. (10)
5. Changes of level in the Post Tertiary Period and the effects of each. (12)

SENIOR CLASS.

Astronomy.

1. (*a*) Mention some astronomical phenomena found in the ancient records of the Chinese, Chaldeans, Grecians and Egyptians. (5)

(*b*) Compare the Ptolemaic and Copernican systems for the movements of the heavenly bodies. (5)

2. (*a*) Write Kirchoff's theory regarding the constitution of the sun. (5)

(*b*) Write what you can of the amount of heat radiated by the sun. (5)

3. (*a*) Planets.—Define superior and inferior conjunction, quadrature, transit, sidereal and synodic revolution. (5)

(*b*) Draw a figure and explain the retrograde movement of an inferior planet. (5)

4. (*a*) Describe how the stars move daily through unequal orbits and with unequal velocities. (5)

(*b*) Name the apparent motions of the sun and give the cause and effects of each. (5)

5. (*a*) Explain fully the causes and differences of tides. (5)

(*b*) Describe the Milky-Way. (5)

SENIOR CLASS.

Greek.

1. Translate:—

ὁ δὲ εἶπε· Ἤκουσας μὲν μευ καὶ πρότερον, εὖτε ὡρμῶμεν ἐπὶ τὴν Ἑλλάδα, περὶ τῶν ἀνδρῶν τούτων· ἀκούσας δὲ γέλωτά με ἔθευ λέγοντα τῇ περ ὥρων ἐκβησόμενα πρήγματα ταῦτα. ἐμοὶ γαρ τὴν ἀληθείην ἀσκέειν ἀντία σεῦ, ὦ βασιλεῦ, ἀγὼν μέγιστός ἐστι. ἀκουσον δὲ καὶ νῦν. οἱ ἀνδρες οὗτοι ἀπίκαται μαχεσόμενοι ἡμῖν περὶ τῆς ἐσόδου, καὶ ταῦτα παρασκευάζονται. νόμος γάρ σφι οὕτω ἔχων ἐστί. ἐπεὰν μέλλωσι κινδυνεύειν τῇ ψυχῇ, τότε τὰς κεφαλὰς κοσμέονται. ἐπίστασο δὲ εἰ τούτους τε καὶ τὸ ὑπομένον ἐν Σπαρτῃ καταστρέψεαι, ἐστι οὐδὲν ἄλλο ἔθνος ἀνθρώπων τό σε, βασιλεῦ, ὑπομενέει χεῖρας ἀνταείρόμενον· νῦν γὰρ πρὸς βασιληίην τε καλλίστην τῶν ἐν Ἑλλησι προσφέρεαι, καὶ ἀνδρας ἀρίστους. (12)

2. Point out the Ionic forms and write their Attic equivalents. Construction of *γέλωτα, ἡμῖν, ψυχῇ, ἀνθρώπων.* Synopsis of *ἐπίστασο, ἔθευ, ἤκουσας,* in their respective tenses. Explain the participles *λέγοντᾶ, ἀνταειρόμενον, ὑπόμενον.* Explain the accent of *ἐστι*. Where, when, and to whom was this speech made? Analyze *ὥρων.* (8)

3. Translate:—

καὶ μὴν ἔγωγε θαυμάσια ἔπαθον παραγενόμενος. οὔτε γὰρ ὡς θανάτῳ παρόντα με ἀνδρὸς ἐπιτηδείου ἔλεος εἰσῄει· εὐδαίμων γὰρ μοι ἀνὴρ ἐφαίνετο, ὦ Ἐχεκρατες, καὶ τοῦ τρόπου καὶ τῶν λόγων, ὡς ἀδεῶς καὶ γενναίως ἐτελεύτα, ὥστε μοι ἐκεῖνον παρίστασθαι μηδ' εἰς Ἅιδου ἰόντα ἄνευ θείας μοίρας ἰέναι, ἀλλα κακεῖσε ἀφικόμενον εὖ πράξειν, εἴπερ τις πώποτε καὶ ἄλλος. διὰ δὴ ταῦτα οὐδὲν πάνυ μοι ἐλεεινὸν εἰσῃει, ὡς εἰκὸς ἂν δόξειεν' εἶναι παρόντι πένθει· οὔτε αὖ ἡδονὴ ὡς ἐν Φιλοσοφίᾳ ἡμῶν ὄντων, ὥσπερ εἰώθειμεν· καὶ γὰρ οἱ λόγοι τοιοῦτοί τινες ἦσαν· ἀλλ ἀτεχνῶς, ἀτοπόν τί μοι πάθος παρῆν καὶ τις ἀήθης κρᾶσις ἀπό τε τῆς ἡδονῆς συγκεκραμένη ὁμοῦ καὶ ἀπὸ τῆς λύπης, ἐνθυμουμένῳ ὅτι αὐτίκα ἐκεῖνος ἐμελλε τελευτᾶν. (12)

4. Construction of *θανάτῳ, Ἅιδου, παρόντι, πένθει, ἐνθυμουμένῳ.* Principal parts of *ἔπαθον, παραγενόμενος* and *ἐφαίνετο.* Explain the participles *παραγενόμενος. ὄντων.* Compare *εὖ* and *εὐδαίμων.* Write the synopsis of *εἰσῄει* and the analysis of *συγκεκραμένη.* Explain the optative *δόξειεν.* What euphonic change in *κἀκεῖσε* and what was the form before the change? (7)

5. Translate:—

νῦν δ' ερχεσθ' ἐπὶ δεῖπνον, ἵνα ξυνάγωμεν Ἄρηα
εὖ μέν τις δόρυ θηξάσθω, εὖ δ' ἀσπίδα θέσθω
εὖ δέ τις ἱπποισιν δεῖπνον δότω ὠκυπόδεσσιν
εὖ δέ τις ἅρματος ἀμφὶς ἰδὼν πολέμοιο μεδέσθω,
ὥς κε πανημέριοι στυγερῷ κρινώμεθα Ἀρῃ

ου γὰρ παυσωλή γε μετέσσεται, οὐδ' ἠβαιόν,
εἰ μὴ νὺξ ἐλθοῦσα διακρινέει μένος ἀνδρῶν
ἱδρώσει μέν τευ τελαμὼν ἀμφὶ στήθεσσιν
ἀσπίδος ἀμφιβρότης, περὶ δ' ἐγχεῖ χεῖρα καμεῖται
ἱδρώσει δέ τευ ἵππος εὐξοον ἅρμα τιταίνων.
ὃν δέ κ' ἐγὼν απάνευθε μάχης ἐθέλοντα νοήσω
μιμνάζειν παρὰ νηυσὶ κορωνίσιν οὔ οἱ ἔπειτα
ἄρκιον ἐσσεῖται φυγένέειν κύνας ἠδ' οἰωνούς. (12)

6. Make a list of the Homeric forms and write in each case the corresponding Attic form. Construction of *πολέμοιο, τευ* (line 8). Explain the subjunctives *νοήσω* and *κρινώμεθα*. Decline *κύνας*. What is the subject of *καμεῖται*? What peculiar use of the adjective in *πανημέριοι*. Write as many as you can of the other adjectives that Homer uses with *νῆες* and their meanings. (8)

7. Translate:—

ἀλλ ὅτε δὴ Τρώεσσιν ἐν ἀγρομένοισιν ἔμιχθεν
στὰντωνμὲν Μενέλαος ὑπείρέχεν εὐρέας ὤμους
ἀμψω δ' ἑζομένω, γεραρώτερος ἦεν Οδυσσεύς.
ἀλλ' ὅτε δὴ μύθους καὶ μήδεα πᾶσιν ὕφαινον
ἦ τοι μὲν Μενέλαος ἐπιτροχάδην ἀγόρευεν
παῦρα μὲν, ἀλλὰ μάλα λιγέως, ἐπεὶ ου πολύμυθος
οὐδ' ἀφαμαρτοεπὴς, ἦ καὶ γένει ὕστερος ἦεν.
ἀλλ ὅτε δὴ πολύμητις ἀναίξειεν 'Οδυσσεύς
στάσκεν, ὑπαὶ δὲ ἰδεσκε κατὰ χθονὸς ὄμματα πήξας
σκῆπτρον δ' οὔτ ὀπίσω οὔτε προπρηνὲς ἐνώμα
'αλλ ἀστεμφὲς ἔχεσκεν, ἀϊδρεϊ φωτὶ ἐοικώς·
φαίης κε ζάκοτόν τέ τιν ἔμμεναι ἄφρονά τ' αὖτως. (18)

8. Give the Attic equivalents for the Homeric forms in lines 1, 2, 9, 11, 12. Divide the lines 6, 7, 12 into feet, marking the cæsura. Explain the forms *στάσκεν* and *ἰδεσκεν*. Analyze the forms *πήξας, ἐνώμα*, giving the present of each. Write the derivation of *ἀφαμαρτοεπὴς, ἄφρονα, ὄμματα, ἐπιτρόχαδην, πολύμυθος*. (8)

Greek Prose.

1. But upon this foundation a brick fort, a hundred feet in height had been built.
2. The soldiers said if he had not come, they would be marching against the king.
3. He hunted on horseback whenever he wished to exercise himself.
4. I was the first who announced to the king that Cyrus was marching against him.
5. But I should fear to follow the guide whom he might give to us.
6. Will you allow me to be without honor among the soldiers?
7. Would that the general had died that he might never have been so outraged.
8. We will send (men) to take possession of the heights, in order that the Cilicians may not get possession before us.
9. If I should escape notice of these men, I should be saved; but if I should be taken, I should suffer death.
10. He accordingly asked who those were who did whatever took place in battle. (20)

DRAWING LESSONS.

TIME TABLE FOR DRAWING INSTRUCTOR, 1881–82.

Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

FORENOONS.

MONDAY.

Washington School.

September 5, 12	February..... 6, 13
October 3, 10	March 6, 13
November 7, 14	April..... 3, 10
December..... 5, 12	May 8, 15
January 9, 16	June 5, 12

Skinner School.

September 19, 26	February 20, 27
October 17, 24	March 20, 27
November 21, 28	April.....17, 24
December.....12, 19	May 22, 29
January, ...23, 30	June 19, 26

TUESDAY.

High School.

September 6, 13	February 7, 14
October 4, 11	March 7, 14
November....1, 8, 15	April..... 4, 11
December..... 6, 13	May 9, 16
January 3, 10, 17	June 6, 13

High School.

September 20, 27	February 21, 28
October 18, 25	March 21, 28
November 22, 29	April.....18, 25
December.....20,	May 23,
January.....24, 31	June 20, 27

WEDNESDAY.

Woolsey School.

September 7, 14	February 1, 8
October 5, 12	March 1, 8
November....2, 9, 30	April..... 5, 12
December..... –, 7	May 10, 17
January..... 4, 11	June 7, 14

Wooster School.

September 21, 28	February 15, 22
October.....19, 26	March 15, 22
November 16, 23	April.....19, 26
December.....14, 21	May 24, 31
January.....18, 25	June 21, 28

THURSDAY.

Hamilton, Fair Haven East.

September 8, 15	February 2, 9
October 6, 13	March 2, 9
November 3, 10	April..... 6, 13
December..... 1, 8	May 11, 18
January..... 5, 12	June 1, 8

Webster School.

September 22, 29	February 16, 23
October 20, 27	March 16, 23
November 10, 17	April.....20, 27
December 15, 22	May 25, 25
January 19, 26	June 15, 22

FRIDAY.

Dwight School.

September 9, 16	February 3, 10
October 7, 14	March 3, 10
November 4, 11	April.....14, 21
December..... 2, 9	May 12, 12
January..... 6, 13	June 2, 9

Eaton School.

September 23, 30	February 17, 24
October.....28, 31	March 17, 24
November 18, 18	April.....21, 28
December.....16, 23	May 19, 26
January.....20, 27	June 16, 23

AFTERNOONS.

MONDAY.

Dix., Edw., Humph.	*Dix., Edw., Humph.*
September 5, 12	February 6, 13
October 3, 10	March 6, 13
November 7, 14	April..... 3, 10
December..... 5, 12	May 8, 15
January 9, 16	June 5, 12

Grand, Division.	*Grand, Division*
September 19, 26	February 20, 27
October 17, 24	March 20, 27
November 21, 28	April.....17, 24
December.....19, —	May 22, 29
January 23, 30	June 19, 26

TUESDAY.

High School.

September 6, 13	February 7, 14
October 4, 11	March 7, 14
November....1, 8, 15	April..... 4, 11
December..... 6, 13	May 9, 16
January.....3, 10, 17	June 6, 13

High School.

September 20, 27	February 21, 28
October 18, 25	March 21, 28
November 22, 29	April.....18, 25
December.....20,	May 28,
January.....24, 31	June 20, 27

WEDNESDAY.

High School.

September 7, 14	February 1, 8
October 5, 12	March.....1, 8, 15
November....2, 9, 16	April..... 5, 12
December..... 7, 14	May 10, 17
January 4, 11	June 7, 14

High School.

September 21, 28	February 15, 22
October 19, 26	March 22, 29
November 23, 30	April.....19, 26
December.....21,	May 24, 31
January 18, 25	June 21, 28

THURSDAY.

West, Hallock, Davenport Av., Oak.

September 8, 15	February 2, 9
October 6, 13	March 2, 9
November 3, 10	April..... 6, 13
December..... 1, 8	May 11, 18
January 5, 12	June 1, 8

Greenwich, Carlisle, Lloyd, Ferry.

September 22, 29	February 16, 23
October 20, 27	March 16, 23
November .....17, —	April.....20, 27
December.....15, 22	May ....25, —
January, ...19, 26	June 15, 22

FRIDAY.

Cedar St. School and Teachers.

September 9, 16	February 3, 10
October ..... 7, —	March 3, 10, 31
November ..... 4, —	Aprtl.....— 14
December..... 2, 9	May .....12, —
January 6, 13	June 2, 9

Fair, German-Eng., St. Francis, Elm.

September 23, 30	February 17, 24
October 14, 28	March 17, 24
November 11, 18	April.....21, 28
December.....16, 23	May 19, 26
January 20, 27	June 16, 23

MUSIC LESSONS.

Time Table of Vocal Instructor, 1881–82.

MONDAYS.

A. M. Wooster School.
P. M. High School & St. Francis O. A.

September, --5, 19	February, --13, 27
October, -3, 17, 31	March, ----13, 27
November, -14, 28	April, --------10
December, -----12	May, -------8, 22
January, -2, 16, 30	June, -------5, 19

ALTERNATE MONDAYS.

A. M. Hamilton School.
P. M. High School & Elm St. Orp. A.

September, -12, 26	February, ---6, 20
October, ---10, 24	March, ------6, 20
November, --7, 21	April, -------3, 17
December, ---5, 19	May, ------ 15, 29
January, ----9, 23	June, ------12, 26

TUESDAYS.

A. M. Webster School.
P.M. Edwards & Humphrey St. Schools.

September, --6, 20	February, --14, 28
October, ----4, 18	March, ----14, 28
November, 1, 15, 29	April, --------11
December, -----13	May, -------9, 23
January, -3, 17, 31	June, ------13, 27

ALTERNNATE TUESDAYS.

A. M. Fair Haven E. & Grand St. Schs.
P. M. Cedar St. School.

September, -13, 27	February, ---7, 21
October, ---11, 25	March, ------7, 21
November, --8, 22	April, -------4, 18
December, --6, 20	May, ----------16
January, ----10, 24	June, -------6, 20

WEDNESDAYS.

A. M. Washington & Carlyle St. School.
P. M. German & Fair St. School.

September, --7, 21	February, ---1, 15
October, ----5, 19	March, --1, 15, 29
November, 2, 16, 30	April, --------12
December, -----14	May, ------10, 24
January, ----4, 18	June, ------ 7, 21

ALTERNATE WEDNESDAYS.

A. M. Eaton School.
P. M. Davenport Av. & Oak St. School.

September, -14, 28	February, ---8, 22
October, ---12, 26	March, ------8, 22
November, --9, 23	April, -------5, 19
December, --7, 21	May, -------17, 31
January, ----11, 25	June, ------14, 28

THURSDAYS.

A. M. Dwight School.
P. M. High School & Ferry St. School.

September, 1, 15, 29	February, ---2, 16
October, ----13, 27	March, --2, 16, 30
November, ----10	April, - ------13
December, --1, 15	May, -----11, 25
January, ----5, 19	June, -------8, 22

ALTERNATE THURSDAYS.

A. M. Skinner School.
P. M. High School.

September, --8, 22	February, ---9, 23
October, ----6, 20	March, ------9, 23
November, --3, 17	April, -------6, 20
December, --8, 22	May, ----------18
January, ----12, 26	June, -------1, 15

FRIDAYS.

A. M. Woolsey Sch. & Lloyd St. School.
P. M. Dixwell Avenue School.

September, 2, 16, 30	February, --10, 24
October, -------14	March, ----10, 24
November, --4, 18	April, --------14
December, --9, 23	May, ------12, 26
January, ---13, 27	June, -------9, 23

ALTERNATE FRIDAYS.

A. M. Hallock, West & Grn'ch Av. Schs.
P. M. Division Street School.

September, --9, 23	February, ---3, 17
October, ----7, 28	March, ---3, 17, 31
November, ----11	April, ---------21
December, --2, 16	May, ----------19
January, ----6, 20	June, -------2, 16

Annual Musical Examination, March 31 to April 14 inclusive.

ANNUAL EXAMINATION IN MUSIC.

By B. JEPSON, Vocal Instructor.

1881.

To take place as nearly as possible on the regular days for music, commencing with March 28th and ending April 8th.

The Annual Test exercise in sight singing will be placed on the blackboard by the vocal instructor. The scholars will also be examined by their respective teachers in STRICT conformity with the following

RULES.

Scholars examined from the Music Reader are *not to be informed* of the exercises to be read, or allowed to practice on them previous to examination.

Scholars not to be examined *continuously* on the same exercise or question.

Scholars not to be allowed to *correct* mistakes in reading.

Scholars who hesitate in reading may be prompted, but *such hesitations must count as failures.*

Scholars having a written examination, will *form the measures in advance*, music to be written only on one side of the paper; lead pencil to be used in writing. Rubber to be discarded.

Scholars must complete written exercises *at one sitting*, *each alteration* or *erasure* to count a failure. The syllables must be written over the notes at right angles with the Staff, and the letters underneath.

Each scholar will also answer *five* questions from the "Definitions Reviewed" of their respective grade in the Music Reader.

Teachers will ascertain and report to the Vocal Instructor the names of scholars in their respective rooms who have *never at any time* been able to sing the scale of eight sounds, also the number who have the ability to sing an exercise at sight.

Monotones must be notified in advance that they will be excused from singing the test exercise.

Teachers of rooms which are to sing two or more parts, will assign the parts, and make all necessary arrangements for seating the scholars who are to sing together, *in advance of the exercise.*

The examination by teachers, in all grades, will commence *immediately after singing the Annual Test exercise*, and so far as possible be concluded on the same day, and the *average result reported to the Principal without delay.*

Principals of schools will *incorporate* the averages thus obtained with the averages of other studies considered in reference to promotion.

The examination in music of candidates for the High School will be conducted by the Vocal Instructor in person.

Principals are requested to make timely requisition for blank Music Paper, seven four-paged sheets are needed for each room of the grade of 5, 6, 7 and 8, and nine four-paged sheets for rooms 9, 10, 11 and 12.

MARKING.

The marks for singing the Annual Test Exercise will not be made known until the conclusion of the examination in the entire city.

Perfect recitations to be marked **100.**

Each failure to count as follows: Rooms 1 and 2, 6 off; 3 and 4, 3 off; 5 and 6, 1 off; 7 and 8, ½ off; 9 and 10, ⅓ off; 11 and 12, ¼ off.

SCHEME OF EXAMINATION.

ROOM 1.—Will sing a single part exercise of 16 measures, Key of C, double time, *with quarter notes and half notes.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 18, by syllable, Exercises 136 to 142 inclusive, looking over the teacher.

ROOM 2.—Will sing a single part exercise of 16 measures, Key of C, 2 time, *quarter notes and half notes.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapters 24 and 25, exercises 146 to 157 inclusive, looking over the teacher.

ROOM 3.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter, half and dotted half notes, slur extension of scale, quarter rests.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable and letter, Exercises 237 to 245 inclusive.

ROOM 4.—Will sing a single part exercise of 16 measures, Key of C, quadruple time, embracing all points previously introduced, *with addition of whole note, third, repeat.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 45, by syllable and letter, Exercises 324 to 332 inclusive.

ROOM 5.—Will sing a single part exercise of 16 measures, Key of G, triple time, embracing all previous points *with addition of eighth notes,* Scholars copy the same, writing over each note its appropriate syllable and under each note its appropriate letter. Time for writing limited to 30 minutes.

ROOM 6.—Will sing a single part exercise of 16 measures, Key of D, quadruple time, embracing all previous points, *with addition of third with eighth notes.* Scholars to copy the same, writing syllables and letters. Time for writing limited to 30 minutes.

ROOM 7.—Will sing a two part exercise of 12 measures on Treble Clef, Key of A, $\frac{2}{4}$ time, embracing all previous points, *with addition of fourths with quarter notes.* Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 8.—Will sing a two part exercise of 8 measures on Treble and Bass Clef, Key of E, $\frac{4}{4}$ time, embracing all previous points, *with addition of fourths with eighth notes, fifths with quarter notes.* Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 9.—Will sing a three part exercise of 12 measures, Soprano, Alto and Bass, Key of F, $\frac{3}{8}$ time, embracing all previous points, *with addition of fifths with sixteenth notes, sixths with eighth notes.* Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

ROOM 10.—Will sing a three part exercise of 8 measures, Soprano, Alto and Bass, Key of B, $\frac{4}{8}$ time, embracing all previous points, *with addition of sixths with sixteenth notes, sevenths with eighth notes, triplets.* Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

ROOM 11.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of E flat, $\frac{3}{8}$ time, embracing all previous points, *with addition of octaves, half beats, and two notes of different values to same beat.* Scholars to copy the same, writing syllables and letters. Time limited to 55 minutes.

ROOM 12.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of A flat, $\frac{4}{8}$ time, embracing all previous points, *with addition of double dot and accidentals.* Scholars to copy the same, writing syllables and letters. Time limited to 55 minutes.

By order of

A. PARISH, *Supt.*

TABLES ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT, 1880–81.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms.	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age.	Teachers.	
										Boys.	Girls.	All.			Y. M.	Ab.	Tardy.
HILLHOUSE HIGH SCHOOL.	7a	37	19	17.5	17.4	.994	----	14	2	70	59	57	----	----	16.6	----	0
	7	91	99	95.7	93.6	.978	----	804	39	198	123	69	----	----	17.9	34	7
	6	49	48	44.6	43.6	.977	----	399	79	295	153	132	----	----	16.4	----	2
	5	48	45	41.5	40.3	.971	----	468	25	208	216	126	----	----	16.5	54	7
	4	48	90	39.6	38.5	.972	----	451	17	170	231	131	----	----	15.8	14	1
	3	47	84	34.8	33.5	963	----	501	22	250	174	125	1	2	15.6	----	1
	2	48	83	42.5	41.2	.969	----	519	20	232	192	126	----	----	15.6	----	1
	1	48	59	23.5	23.1	.983	----	153	3	*	*	280	----	----	15.4	2	5
Special Class,	----	--	53	----	----	----	----	----	----	----	----	----	----	----	17.0	----	----
TOTALS,	8	416	580	339.7	331.2	.975	----	3309	207	1423	1148	1046	1	2	16.3	104	24

WEBSTER DISTRICT.

WEBSTER SCHOOL.																	
Maggie W. Mason,	12	60	73	59.6	56.7	.951	----	1149	25	149	104	44	----	----	15.1	----	15
Hattie Schulhafer,	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	4	0
Ada T. Somers,	11	50	67	49.5	47.2	.954	3	913	13	201	95	62	2	2	13.10	----	7
Clara A. Hurlbut,	10	49	60	48.0	45.3	.944	----	1076	16	124	119	46	1	1	13.4	1	0
Julia A. Malcolm,	9	49	54	48.0	44.8	.933	----	1288	27	74	92	19	3	6	12.5	3	9
Anna R. Hubbell,	8	49	60	46.7	43.5	.932	----	1300	36	*	*	18	4	6	11.11	5	2
Eva L. Griffing,	7	50	55	49.2	45.7	.929	1	1415	13	132	54	19	2	4	11.8	1	8
Frances E. Jackson,	6	50	65	50.9	46.4	.912	2	1767	52	55	65	15	7	7	11.4	1	0
Minnie E. Somers,	5	49	69	47.8	44.6	.933	7	1299	20	73	147	52	8	15	10.5	48	8
Eliza A. Benham,	4	50	71	50.5	46.5	.921	2	1602	47	64	34	13	5	8	9.9	35	6
Ruth Gorham,	3	50	71	50.4	46.3	.919	4	1638	39	51	39	14	5	6	8.7	3	13
Fannie I. Wheeler,	2	50	68	49.8	46.3	.930	2	1426	47	102	48	14	5	6	7.10	8	5
Fannie E. Graves,	1	49	95	51.7	47.4	.917	----	1684	53	73	76	30	----	----	6.6	6	0
TOTALS,	12	605	808	602.1	560.7	.931	21	16557	388	1098	873	346	42	61	11.1	115	73

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered.	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
OAK STREET SCHOOL.																	
Louise G. Wolcott,	4	50	61	47.3	44.3	.937	----	1191	27	97	70	20	----	----	11.2	0	0
Fannie E. Blakeslee,	3	50	70	48.9	45.1	.622	2	1509	64	68	41	15	2	5	9.6	4	2
Laura E. Lampson,	2	50	64	51.8	47.0	.907	----	1931	84	88	40	15	1	3	8.4	21	5
Mary J. Alden,	1	56	85	50.6	46.5	.919	----	1653	65	91	59	13	2	2	6.10	0	14
TOTALS,	4	206	280	198.6	182.9	.921	2	6284	240	344	210	63	5	10	9.0	25	21
DAVENPORT AV. SCH'L.																	
Lizzie M. Healy,	4	52	78	48.7	45.6	.936	2	1237	8	53	97	32	1	1	9.11	20	0
Marie A. Mallahan,	3	50	78	45.6	41.6	.912	2	1582	9	83	31	14	3	4	8.10	0	0
Augusta E. Siebke,	2	50	83	43.0	40.9	.951	----	856	5	134	168	85	----	----	7.8	2	0
Emma F. Weld,	1	50	109	45.6	41.2	.904	----	1736	63	78	50	20	----	----	6.7	41	0
TOTALS,	4	202	348	182.9	169.3	.926	4	5411	85	348	346	151	4	5	8.3	63	0
WHITING ST. UNGRA'D.	1	55	122	33.6	32.2	.958	1	561	414	*	*	72	30	49	12.0	0	0

EATON DISTRICT.

EATON SCHOOL.																	
Eunice K. Armstead,	12	56	50	42.0	39.2	.933	----	1136	28	190	48	30	1	1	14.2	17	7
Ellen A. Gower,	12	----	----	---	----	----	----	----	----	----	----	----	----	----	----	0	0
Julia A. Bidwell,	11	50	55	46.5	44.7	.962	----	723	29	171	136	75	3	3	13.5	22	0
Mary A. Bronson,	10	48	53	45.0	42.5	.944	----	1007	21	67	108	28	1	5	12.7	2	0
Ida L. Henry,	9	52	59	43.7	41.2	.943	----	1019	21	110	123	55	----	----	12.10	1	0
Nellie L. Bonney,	8*a*	50	49	43.6	41.3	.947	----	935	31	*	*	42	----	----	11.11	4	7
Heppie E. Goodrich,	8	50	54	47.7	44.8	.939	1	1189	39	100	75	25	1	4	11.4	0	9
Jessie F. Crane,	7*a*	50	57	47.9	45.9	.954	----	828	22	209	110	76	4	11	11.0	2	2
Mary C. Durrie,	7	50	61	49.2	46.4	.943	1	1115	59	145	60	27	1	1	10.10	1	6
Annie E. Pigott,	6	51	63	49.9	47.8	.958	----	845	16	174	94	56	----	----	9.4	0	3
Maggie P. Moffatt,	5	50	57	46.4	44.4	.957	1	768	20	186	165	95	----	----	9.4	1	0
Mary F. Frisbie,	4*a*	50	57	42.6	39.5	.927	----	1231	21	121	97	48	1	3	9.2	0	0
Flora Fisher,	4	50	57	46.6	44.2	.948	----	974	21	155	96	51	1	1	8.5	4	1
Joanna M. Flanagan,	3*a*	50	62	47.6	44.9	.943	----	1101	31	123	76	37	4	7	8.6	0	1
Mary F. Leary,	3	50	60	48.4	45.7	.944	----	1009	45	113	160	67	----	----	7.4	56	4
Flora A. Loper,	2	50	73	49.6	44.8	.903	----	1904	61	27	50	7	2	2	6.8	0	0
Mary J. Hayes,	1	50	93	46.2	41.7	.903	----	1806	68	32	92	9	----	----	5.11	1	0
TOTALS,	16	807	960	742.9	699.0	.941	3	17590	533	1923	1490	728	19	38	10.2	111	40

WOOSTER DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
WOOSTER SCHOOL.																	
Augusta Crane,	12	44	45	38.9	36.9	.948	----	819	15	194	121	60	1	1	13.8	66	1
Anna S. Chadbourne,	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	4	4
Jennie S. Burlock,	11	51	52	43.3	40.1	.926	1	1276	62	65	84	7	2	7	13.3	----	6
Ella F. Healey,	10	51	56	46.1	43.1	.935	2	1216	92	99	101	20	3	6	13.2	5	5
Minnie T. Bird,	9	51	56	44.0	41.3	.939	3	1110	61	78	100	15	2	4	11.10	2	15
Emma E. Burwell,	8	51	58	39.5	37.3	.944	7	896	90	64	197	39	11	15	11.7	4	1
Blanche E. Parker,	7	53	60	50.3	47.2	.938	1	1219	71	64	152	31	4	13	9.10	11	12
Almira W. Brooks,	6	51	61	48.4	45.1	.929	4	1359	90	71	67	18	11	25	10.0	139	12
Mary C. Gorham,	5	51	74	50.9	48.2	.947	----	1080	65	73	110	43	2	3	9.2	1	13
Mary A. McCheane,	4	51	59	48.4	45.1	.931	----	1331	53	74	89	28	3	2	8.6	1	8
Katie R. Smith,	3	50	67	45.9	42.4	.924	1	1405	56	69	70	24	2	6	7.9	----	8
Hattie J. Bushnell,	2	51	64	43.6	40.6	.931	----	1211	46	117	119	57	----	----	6.9	7	5
Harriet C. Miles,	1	50	104	47.3	43.5	.919	----	1523	63	75	74	21	----	----	5.8	2	6
TOTALS,	12	605	756	546.6	510.8	.935	19	14445	764	1043	1284	363	41	82	10.1	242	96
HAMILTON ST. SCHOOL.																	
Rita Shea,	12	44	47	42.2	41.1	.974	----	454	18	310	184	168	----	----	13.5	0	0
Anna P. Day,	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	2	21
Cornelia Clinton,	11	44	48	40.9	39.5	.966	----	556	61	234	175	140	1	2	13.0	10	0
Celestine Wall,	10	44	50	42.7	41.5	.972	----	492	29	183	221	115	----	----	11.9	----	0
Gertrude Roach,	9	48	52	46.5	44.3	.952	1	893	25	173	124	92	----	----	11.0	----	0
Clementine Kenney,	8	50	60	49.1	47.2	.961	1	786	35	209	159	109	2	6	10.8	26	1
Germaine Whelan,	7	50	59	48.6	46.0	.947	1	1020	53	146	87	45	3	6	10.0	56	3
Patricia Carney,	6	50	56	49.5	47.2	.954	2	919	13	132	114	65	3	7	9.2	----	0
Maria Murray,	5	48	57	46.8	43.8	.936	2	1211	55	105	91	45	8	22	9.0	24	3
Sylveria Flynn,	4	51	59	49.5	46.4	.935	1	1289	40	150	86	41	1	3	8.6	2	6
Ambrosia Coonan,	3	50	59	49.9	46.7	.935	----	1296	69	101	84	57	1	1	7.6	13	6
Mary E. Hall,	2	50	58	47.2	43.1	.913	----	1664	47	67	88	18	1	5	7.3	20	2
Mary E. Dallaher,	1a	51	86	48.3	45.2	.936	----	1245	31	156	95	65	----	----	6.6	27	4
Cyril Welch,	1	50	85	50.0	47.1	.942	----	1161	45	130	90	74	2	2	5.10	----	0
TOTALS,	13	630	776	611.2	579.1	.947	8	12986	521	2096	1598	1034	22	54	9.6	180	46

WOOSTER DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
FAIR ST. TRAINING SCH.	4	46	42	34.8	33.3	.957	1	610	33	155	243	105	----	----	11.11	5	5
	3	50	40	28.6	27.6	.965	1	423	21	243	206	138	----	----	10.7	4	5
	2	50	56	42.5	40.3	.948	----	884	23	155	119	61	1	1	8.11	45	3
	1	50	73	41.2	38.2	.927	----	1191	10	118	111	41	5	5	6.4	6	6
TOTALS,	4	196	211	147.1	139.4	.948	2	3108	87	671	679	345	6	6	9.5	60	19
GERMAN-ENGLISH SCH.																	
Hermann Trisch,	2	56	63	51.1	48.3	.945	----	1129	92	132	83	40	1	1	8.3	1	0
Angennette T. Langley,	1	50	87	47.2	43.6	.924	----	1454	80	120	75	37	5	11	6.6	----	6
TOTALS,	2	106	150	98.3	91.9	.935	----	2583	172	252	158	77	6	12	7.5	1	6
FAIR ST. UNGRADED.	1	98	118	54.5	47.9	.879	8	2627	435	6	133	6	38	53	10.5	0	0

DWIGHT DISTRICT.

DWIGHT SCHOOL.																	
Emma E. Brownell,	12	46	57	48.4	46.3	.957	----	840	10	228	127	81	----	----	14.11	6	1
Lottie E. Thompson,	12	---	----	----	----	----	----	----	----	----	----	----	----	----	----	6	0
Harriet E. Judson,	11	46	55	47.8	45.6	.954	----	877	26	150	143	62	----	----	14.3	1	0
Georgina Norman,	10	50	68	50.3	47.4	.942	----	1149	40	92	148	53	----	----	14.0	----	2
Martha B. Fields,	9	50	68	50.7	48.2	.950	----	1013	30	105	99	56	----	----	13.5	4	2
Gertrude L. Cooper,	8	52	67	51.8	48.2	.930	----	1438	33	88	81	29	----	----	12.8	2	1
Hattie F. Reynolds,	7	50	65	50.1	47.0	.938	----	1252	15	149	77	32	----	----	11.9	----	2
Adelaide L. Arthur,	6	50	63	50.2	46.7	.930	----	1412	54	106	86	43	----	----	11.0	9	6
Lizzie V. Southworth,	5	50	63	49.2	45.2	.918	----	1607	52	89	55	20	1	2	10.4	6	0
Carrie B. Root,	4	50	69	51.5	47.6	.924	---	1590	44	123	53	22	----	----	9.3	----	0
Emma E. Lincoln,	3	50	72	50.9	47.7	.937	----	1297	31	148	113	87	----	----	8.6	148	2
Emma E. Cowap,	2	50	66	48.9	44.4	.908	----	1792	38	56	60	14	3	4	7.7	9	0
Charlotte Hills,	1	50	168	87.6	82.5	.941	----	2061	27	73	69	40	----	----	6.8	----	0
TOTALS,	12	594	881	637.4	596.8	.936	----	16328	400	1407	1111	539	4	6	11.2	191	16

DWIGHT DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered.	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
DIXWELL AV. SCHOOL.																	
Sarah E. Hughes,	7	48	51	43.7	40.7	.931	1	1199	201	92	99	26	----	----	12.0	----	4
Nellie J. Riggs,	7	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	0
Fannie T. Munson,	6	49	53	42.8	40.3	.941	1	998	32	140	96	67	5	5	11.5	----	3
Annie G. Kennedy,	5	48	64	48.0	45.6	.950	4	958	82	159	176	109	6	10	9.11	28	0
Nellie A. Peck,	4	50	74	51.3	48.7	.949	2	1043	121	136	141	104	6	8	8.9	----	1
Mary R. Burwell,	3	54	74	52.9	48.0	.907	----	1960	277	62	37	17	5	5	8.3	----	0
Charlotte E. Judson,	2	42	54	37.3	33.0	.885	----	1717	206	86	42	14	1	1	7.2	40	0
Sarah S. Benham,	1	54	97	48.7	43.0	.883	----	2290	229	49	40	17	----	----	6.5	2	1
TOTALS,	7	345	467	324.7	299.3	.922	8	10165	1148	724	631	354	23	29	9.2	70	9
DIVISION ST. SCHOOL.																	
Jennie E. Barber,	7	49	57	46.2	42.4	.918	1	1514	51	69	78	17	2	2	13.3	----	0
Hattie P. Marsh,	7	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	0
Livia M. Jordan,	6	50	67	46.5	42.0	.903	1	1792	46	43	69	14	3	8	12.3	31	0
Jennie M. Norman,	5	50	68	46.7	43.0	.920	----	1495	32	----	----	40	3	6	10.10	3	0
Kittie A. Yanz,	4	51	78	47.6	43.2	.907	----	1733	71	66	58	15	1	1	10.2	4	0
S. Ella Brown,	3	56	79	49.0	44.8	.914	1	1669	67	80	76	21	4	11	8.10	----	1
Elizabeth Palmer,	2	53	78	45.2	40.6	.898	----	1851	57	95	33	17	2	3	7.6	4	0
Marie J. Bradley,	1	38	106	39.9	35.3	.885	----	1843	23	54	91	18	----	----	6.5	----	0
TOTALS,	7	357	533	321.1	291.3	.907	3	11897	347	407	405	142	15	31	9.11	42	1
N. H. O. ASYLUM SCH'L.																	
Cordelia Sargent,	3	44	44	41.5	41.4	.998	----	67	3	364	375	351	----	----	11.4	----	1
Ellen M. Hickox,	2	48	40	38.4	38.2	.994	----	90	1	359	349	334	----	----	8.8	----	0
Mary F. Gladding,	1	36	59	34.4	33.9	.985	----	207	5	357	320	304	----	----	6.10	4	0
TOTALS,	3	128	143	114.3	113.5	.993	----	364	9	1080	1044	989	----	----	8.11	4	1

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										Boys.	Girls.	All.				Ab.	Tardy.
SKINNER SCHOOL.																	
Sarah A. Tucker,	12	51	50	47.1	45.5	.966	----	646	14	256	159	117	----	----	14.5	----	0
Annie E. Hayes,	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	50	0
Sarah A. Mallory,	11	51	53	47.6	45.4	.954	----	896	19	210	104	76	1	1	13.5	----	3
Ella J. Bronson,	10	51	57	46.6	44.2	.948	----	981	35	158	105	40	1	1	13.1	1	0
Ann E. Loper,	9	51	58	47.2	43.7	.926	----	1387	37	104	47	10	4	9	12.9	----	0
Ellen J. Maguire,	8	51	55	48.3	44.8	.928	1	1388	49	74	66	26	3	4	12.2	12	0
Juliet E. Peck,	7	51	59	49.1	46.2	.941	----	1146	54	129	97	47	1	2	11.6	----	0
Ida V. Huke,	6	50	56	48.5	45.9	.946	1	1050	28	118	119	46	4	7	11.0	----	6
Emma S. Beach,	5	50	61	47.6	44.4	.933	----	1294	38	114	66	32	5	6	10.7	2	9
Hattie E. Munson,	4	50	65	48.0	44.7	.931	3	1301	31	125	75	31	7	10	9.6	----	2
Lucy P. Bush,	3	50	66	47.7	44.7	.937	1	1213	73	83	90	35	4	4	8.10	2	1
Mary E. Weld,	2	50	62	47.3	42.9	.909	----	1762	34	30	47	8	4	4	7.5	19	12
Carrie M. Galpin,	1	50	74	44.0	40.2	.914	----	1516	53	72	72	21	1	1	6.4	1	3
TOTALS,	12	606	716	569.0	532.6	.936	6	14580	465	1473	1047	489	35	49	10.11	87	36
EDWARDS ST. SCHOOL.																	
Lily W. Sheridan,	4	50	53	42.0	38.9	.925	1	1234	17	100	59	21	1	1	10.3	----	0
Ellen Kilbride,	3	49	52	43.8	41.9	.957	----	733	47	167	170	95	1	1	8.11	2	0
Fanny Y. Cooke,	2	50	58	47.0	43.7	.930	----	1305	38	123	83	36	3	6	7.7	2	0
S. Evelyn Manning,	1	50	75	43.5	40.0	.919	----	1427	7	138	139	78	----	----	5.11	15	0
TOTALS,	4	199	238	176.3	164.5	.933	1	4699	109	528	451	230	5	8	8.2	19	0
HUMPHREY ST. SCHOOL																	
Emily J. Farnsworth,	4	50	56	44.8	41.8	.933	----	1219	12	134	94	48	1	4	9.5	----	0
Gertrude Mann,	3	49	52	43.9	40.9	.932	3	1170	46	78	123	31	2	2	8.5	4	1
Mary A. Judd,	2	49	66	40.8	37.5	.919	----	1299	53	55	23	11	----	----	7.2	----	1
Marg. M. Tucker,	1	49	93	47.4	44.7	.943	----	1113	29	94	185	59	1	1	5.8	----	5
TOTALS,	4	197	267	176.9	164.9	.932	3	4801	140	361	425	149	4	7	7.8	4	7
ST. FRANCIS ORP. ASY.																	
Josepha Cullen,	3	60	47	43.1	42.3	.981	----	313	----	279	257	214	----	----	10.0	----	0
Edwina Fogarty,	2	60	72	52.3	51.1	.977	----	517	----	209	252	170	----	----	6.0	----	0
Everilda Quigley,	1	50	61	53.4	53.4	1.000	----	----	----	400	----	400	----	----	7.0	----	0
TOTALS,	3	170	180	148.8	146.8	.986	----	830	----	888	509	784	----	----	7.8	----	0

WASHINGTON DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

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										Boys.	Girls.	All.				Ab.	Tardy.
WASHINGTON SCHOOL.																	
Emily E. Warner,	12	48	45	37.3	36.0	.965	----	531	7	---	----	111	----	----	14.3	2	12
Nellie M. Cummings,	12	----	----	----	----	----	----	----	----	----	----	----	----	---	----	----	1
Maria L. Bradley,	11	48	45	40.0	37.9	.947	20	751	20	----	----	80	1	2	13.9	----	7
Jennie E. Crittenden,	10	50	52	42.1	40.2	.955	1	770	33	----	----	90	2	----	13.5	7	4
Jennie R. Catlin,	9	50	63	48.3	46.6	.965	1	723	37	----	----	96	----	5	13.4	2	2
Mary E. Willoughby,	8	50	56	47.6	45.7	.960	1	759	36	----	----	82	2	6	12.8	79	4
Annie C. Norman,	7	50	52	47.2	44.3	.938	2	1146	19	----	----	36	1	2	12.6	----	10
Catherine C. Jones,	6	50	57	43.1	40.4	.937	2	1106	49	----	----	37	2	2	12.2	----	0
Fannie A. Butler,	5	50	54	46.4	44.1	.950	----	926	31	----	----	42	1	1	11.10	1	3
Georgie S. Barber,	4	51	58	47.2	43.9	.930	----	1308	32	----	----	14	2	3	11.5	----	10
Anna F. Gillette,	3	50	54	48.9	45.4	.928	1	1395	92	----	----	15	5	9	11.8	----	10
Lizzie M. Catlin,	2	50	63	48.2	44.6	.925	2	1451	86	----	----	36	4	6	11.1	17	4
Lillian M. Bedell,	1	51	56	48.4	45.4	.938	----	1304	56	----	----	29	5	7	9.10	7	2
TOTALS,	12	598	655	544.7	514.5	.944	30	12170	498	----	----	668	25	43	12.4	115	59
WEST ST. SCHOOL.																	
----------	4	49	60	46.0	44.6	.969	----	594	26	210	154	103	3	2	9.8	1	4
Clara E. Burwell,	3	50	58	43.9	42.2	.961	1	692	63	196	176	102	4	5	8.3	2	3
Fannie M. Lynch,	2	50	55	42.5	40.8	.960	---	669	40	195	162	107	1	1	7.3	16	2
Eva J. Phelps,	1	50	74	43.9	42.2	.961	----	694	58	189	183	106	----	----	6.3	1	0
TOTALS,	4	199	247	176.3	169.8	.963	1	2649	187	790	675	418	8	8	7.10	20	9
CARLISLE ST. SCHOOL.																	
Martha B. May,	4	50	55	46.5	44.6	.958	----	752	47	159	176	86	----	----	9.1	8	3
Alice G. Ford,	3	50	51	45.7	43.2	.945	----	993	79	117	151	58	1	3	8.1	4	3
Charlotte E. McCaffrey,	2	50	61	45.9	42.2	.919	----	1493	73	37	85	25	4	9	7.3	----	0
M. L. Livingston,	1	50	91	40.8	38.5	.944	----	900	44	146	178	100	1	1	6.0	----	0
TOTALS,	4	200	258	178.9	168.5	.942	----	4138	243	459	590	269	6	13	7.7	12	6

WASHINGTON DISTRICT—Continued.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
GREENWICH AV. SCH'L.																	
Edith E. Johnson,	4	50	59	49.8	48.0	.964	1	711	10	179	220	153	3	6	9.8	----	0
Katie Smith,	3	52	63	48.4	45.2	.933	----	1308	67	106	67	15	----	----	8.8	----	14
Ida E. Eaton,	2	50	56	46.9	43.0	.917	1	1546	76	59	91	18	1	2	7.2	----	1
Kate Conlan,	1	50	92	44.5	40.9	.919	----	1413	96	106	100	33	----	----	5.8	10	4
TOTALS,	4	202	270	189.6	177.1	.934	2	4978	249	450	478	219	4	8	7.10	10	19
HALLOCK ST. SCHOOL.																	
L. A. F. Pinney,	6	49	57	42.4	40.9	.965	3	592	27	205	196	121	4	4	10.4	8	1
Hannah M. Chamberlin,	5	49	51	43.9	42.1	.959	1	744	65	178	143	67	2	2	9.10	----	1
Lizzie D. Baird,	4	49	61	42.7	40.2	.941	----	1013	77	140	106	45	----	----	9.3	7	2
Carrie E. Strong,	3	49	63	45.6	43.3	.949	1	940	66	140	118	43	3	3	7.8	1	2
Hattie M. Price,	2	49	53	43.2	41.3	.956	----	778	43	----	----	67	----	----	6.9	40	0
Anna M. Brennan,	1	49	86	40.7	37.9	.931	----	1091	52	----	----	44	----	----	6.0	6	0
TOTALS,	6	294	371	258.5	245.7	.950	5	5158	330	663	563	387	9	9	8.4	62	6
CEDAR STREET TRAINING SCHOOL.	8	50	44	39.6	37.9	.957	2	683	35	213	108	58	2	2	12.4	6	4
	7	48	52	40.6	38.4	.946	1	893	69	156	94	47	4	5	11.4	6	4
	6	50	62	43.0	40.8	.949	1	892	80	100	157	46	4	6	11.0	4	1
	5	49	68	43.2	39.9	.924	3	1310	103	95	37	13	5	5	10.4	2	8
	4	51	60	46.5	43.1	.927	2	1361	88	65	56	15	8	12	9.4	19	0
	3	55	71	51.9	48.3	.931	2	1439	81	71	56	12	5	5	8.2	2	2
	2	56	59	46.2	43.9	.931	----	1287	69	73	86	24	7	9	7.5	2	1
	1	56	93	49.3	45.8	.929	1	1404	159	65	73	18	3	7	6.4	4	2
TOTALS,	8	415	509	360.3	337.2	.936	12	9269	684	838	667	233	38	51	9.6	45	22

WOOLSEY DISTRICT.

Table showing the Attendance, etc., in each Room, of all the Schools.

SCHOOLS.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
										Boys.	Girls.	All.				Ab.	Tardy.
WOOLSEY SCHOOL.																	
Julia A. Willard,	12	50	59	49.9	48.1	.964	----	744	29	230	146	96	----	----	14.10	----	0
Jennie Field,	12	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	4
Nellie B. Morse,	11	52	62	46.9	45.2	.964	1	688	19	174	175	86	----	----	14.0	----	2
Sarah U. Wright,	10	50	62	50.0	47.3	.946	1	1076	85	94	111	29	6	7	13.3	----	5
Fannie I. Bunce,	9	50	60	47.3	45.6	.964	1	702	48	224	132	78	1	1	12.4	----	0
S. Alice Darrow,	8	50	55	47.6	45.1	.947	2	991	74	127	95	31	6	3	11.10	6	8
Sarah J. Gibson,	7	50	57	48.6	46.5	.957	1	842	30	177	117	68	1	1	11.0	1	13
F. Isabel Swift,	6	56	74	52.5	50.6	.964	1	763	47	202	150	95	7	16	10.8	----	0
Emily M. DeForest,	5	56	74	52.8	50.8	.962	3	819	65	177	105	53	2	13	10.1	----	3
Lizzie E. Woodend,	4	55	67	55.2	53.1	.962	----	859	76	150	121	59	2	3	9.4	8	8
Nellie B. Swain,	3	55	62	53.3	50.6	.949	2	1107	49	106	102	31	7	19	8.2	----	3
Eugenie W. Hathaway,	2	55	68	52.6	49.9	.949	----	1035	58	233	110	79	----	----	7.5	----	1
Lottie D. Butler,	1	55	127	60.0	57.6	.960	----	1012	72	168	114	55	3	4	6.5	----	3
TOTALS,	12	634	827	616.7	590.4	.957	12	10618	652	2062	1478	760	35	67	10.9	15	50
GRAND ST. SCHOOL.																	
Mary Kilbride,	7	50	62	49.5	47.3	.956	----	873	5	186	167	86	2	2	13.1	1	4
Mary J. Warren,	6	50	60	47.4	44.8	.945	----	1053	38	174	98	50	2	2	11.6	----	0
Hortense A. Darling,	5	50	56	46.8	44.2	.944	1	1029	22	102	143	56	----	----	11.4	1	2
Mary F. McArthur,	4	49	58	46.0	43.0	.935	----	1214	30	68	168	40	2	2	9.10	----	0
Martha E. Lindsley,	3	50	56	45.6	42.8	.939	1	1136	35	89	149	36	4	6	8.10	----	1
Lizzie J. Smith,	2	50	57	45.1	42.5	.942	----	1025	35	97	176	53	3	4	7.10	1	12
Mary A. Pinney,	1	48	81	37.1	35.1	.946	----	794	18	157	197	91	1	2	6.4	8	0
TOTALS,	7	347	430	317.5	299.7	.944	2	7124	183	873	1098	412	14	18	9.10	11	19
LLOYD ST. SCHOOL.																	
Fannie L. Rice,	4	50	57	47.6	45.8	.962	----	726	70	186	163	109	4	7	9.5	----	0
Mary J. Fahy,	3	50	60	46.8	44.9	.959	----	775	46	157	143	67	4	6	8.0	47	0
Annie I. Hathaway,	2	50	65	45.1	42.6	.945	----	974	97	88	175	49	9	14	7.0	22	0
Ella A. Beach,	1	50	105	49.7	47.1	.948	----	1015	92	154	170	89	19	39	6.3	----	15
TOTALS,	4	200	287	189.2	180.4	.953	----	3490	305	585	651	314	36	66	7.8	69	15
GRAND ST. UNGRADED.	1	50	47	21.4	19.3	.902	----	853	256	41	----	41	28	67	12.0	..	0

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S REPORT.

Table showing the Attendance, etc., at all the Schools, during the Year, not including the Ungraded Schools.

SCHOOLS.	No. Teach.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age.	Teachers.	
											Boys.	Girls.	All.			Y. M.	Ab.	Tardy.
Hillhouse High School,	14	8	416	580	339.7	331.2	.975	----	3309	207	1423	1148	1046	1	2	16.3	104	24
Webster,	14	12	605	808	602.1	560.7	.931	21	16557	388	1098	873	346	42	61	11.1	115	73
Oak Street,	4	4	206	280	198.6	182.9	.921	2	6284	240	344	210	63	5	10	9.0	25	20
Davenport Avenue,	4	4	202	348	182.9	169.3	.926	4	5411	85	348	346	151	4	5	8.3	63	0
Webster District Totals,	22	20	1013	1436	983.6	912.9	.928	27	28252	713	1790	1429	560	51	76	9.5	203	93
Eaton School and District Totals,	18	16	807	960	742.9	699.0	.941	3	17590	533	1923	1490	728	19	38	10.2	111	40
Wooster,	14	12	605	756	546.6	510.8	.935	19	14445	764	1043	1284	363	41	82	10.1	242	96
Hamilton Street,	15	13	630	776	611.2	579.1	.947	8	12986	521	2096	1598	1034	22	54	9.6	180	46
Fair Street Training,	9	4	196	211	147.1	139.4	.948	2	3108	87	671	679	345	6	6	9.5	60	19
German-English,	2	2	106	150	98.3	91.9	.935	----	2583	172	252	158	77	6	12	7.5	1	6
Wooster District Totals,	40	31	1537	1893	1403.2	1321.2	.942	29	33122	1544	4062	3719	1819	75	154	9.1	483	167
Dwight,	14	12	594	881	637.4	596.8	.936	----	16328	400	1407	1111	539	4	6	11.2	191	16
Dixwell Avenue,	8	7	345	467	324.7	299.3	.922	8	10165	1148	724	631	354	23	29	9.2	70	9
Division Street,	8	7	357	533	321.1	291.3	.907	3	11897	347	407	405	142	15	31	9.11	42	1
N. H. Orphan Asylum,	3	3	128	143	114.3	113.5	.993	----	364	9	1080	1044	989	----	----	8.11	4	1
Dwight District Totals,	33	29	1424	2024	1397.5	1300.9	.931	11	38754	1904	3618	3191	2024	42	66	9.10	307	26
Skinner,	14	12	606	716	569.0	532.6	.936	6	14580	465	1473	1047	489	35	49	10.11	87	36
Edwards Street,	4	4	199	238	176.3	164.5	.933	1	4699	109	528	451	230	5	8	8.2	19	----
Humphrey Street,	4	4	197	267	176.9	164.9	.932	3	4801	140	361	425	149	4	7	7.8	4	7
St. Francis Orphan Asylum,	3	3	170	180	148.8	146.8	.919	----	830	----	888	509	784	----	----	7.8	----	----
Skinner District Totals,	25	23	1172	1401	1071.0	1008.8	.942	10	24910	714	3250	2432	1652	44	64	8.7	110	43
Washington,	14	12	598	655	544.7	514.5	.944	30	12170	498	----	----	668	25	43	12.4	157	59
West Street,	4	4	199	247	176.3	169.8	.963	1	2649	187	790	675	418	8	8	7.10	20	9
Carlisle Street,	4	4	200	258	178.9	168.5	.942	----	4138	243	459	590	269	6	13	7.7	----	6
Greenwich Avenue,	4	4	202	270	189.6	177.1	.934	2	4978	249	450	478	219	4	8	7.10	10	19
Hallock Street,	6	6	294	371	258.5	245.7	.950	5	5158	330	663	563	387	9	9	8.4	62	6
Cedar Street Training,	17	8	415	502	360.3	337.2	.936	12	9269	684	838	667	233	38	51	9.6	45	22
Washington District Totals,	49	38	1908	2303	1708.3	1612.8	.944	50	38362	2191	3200	2973	2194	90	132	8.11	294	121

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT—Continued.

Table showing the Attendance, etc., at all the Schools, during the Year.

SCHOOLS.	No. Teach.	No. Rooms	No. Seats.	Total No. Registered.	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness. Boys.	Girls.	All.	No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers. Ab.	Tardy.
Woolsey,	14	12	634	827	616.7	590.4	.957	12	10618	652	2062	1478	760	35	67	10.9	15	50
Grand Street,	7	7	347	430	317.5	299.7	.944	2	7124	183	873	1098	412	14	18	9.10	11	19
Lloyd Street,	4	4	200	287	189.2	180.4	.953	----	3490	305	585	651	314	36	66	7.8	69	15
Woolsey District Totals,	25	23	1181	1544	1123.4	1070.5	.953	14	21232	1140	3520	3227	1486	85	151	9.5	95	84
UNGRADED SCHOOLS.																		
Whiting St., Web. District,	1	1	55	122	33.6	32.2	.958	1	561	414	*	*	72	30	49	12.0	----	0
Fair St., Wooster District,	2	2	98	118	54.5	47.9	.879	8	2627	435	6	133	6	38	53	10.5	----	0
Grand St., Woolsey District,	1	1	50	47	21.4	19.3	.902	--	853	256	41	----	41	28	67	12.0	----	0
Ungraded Totals,	4	4	203	287	109.5	99.4	.908	9	4041	1105	47	133	119	96	169	11.6	----	0

SUMMARY OF STATISTICS, BY SUB-DISTRICTS, INCLUDING THE UNGRADED SCHOOLS.

Hillhouse High School,	14	8	416	580	339.7	331.2	.975	---	3309	207	1423	1148	1046	1	2	16.3	104	24
Webster District,	23	21	1068	1558	1017.2	945.1	.928	27	28813	1127	1790	1429	632	51	76	10.8	203	93
Eaton "	18	16	807	960	742.9	699.0	.941	3	17590	533	1923	1490	728	19	38	10.2	111	40
Wooster "	42	33	1635	2011	1457.7	1369.1	.942	29	35749	1979	4068	3852	1825	75	154	9.9	483	167
Dwight "	33	29	1424	2024	1397.5	1300.9	.931	11	38754	1904	3618	3191	2024	42	66	9.10	307	26
Skinner "	25	23	1172	1401	1071.0	1008.8	.942	10	24910	714	3250	2433	1652	44	64	8.7	110	43
Washington "	49	38	1908	2303	1708.3	1612.8	.944	50	38362	2191	3200	2973	2194	90	132	8.11	294	121
Woolsey "	26	24	1231	1597	1144.8	1089.8	.953	14	22085	1396	3561	3227	1527	85	151	10.8	95	84
Totals for 1880–81,	230	192	9661	12434	8879.1	8356.7	.942	144	209572	10051	22833	19707	11628	407	683	10.7	1707	598
Totals for 1879–80,	223	184	9382	11897	8356.2	7931.0	.949	160	170227	7561	24971	22059	14081	507	865	10.6	1302	580
Totals for 1878–79,	212	174	8892	11198	8165.2	7704.0	.944	123	178022	7320	18385	17333	12203	442	767	10.7	838	576
Totals for 1877–78,	206	169	8635	11243	7896.4	7528.6	.954	169	143660	6499	28068	25966	14417	570	1020	10.7	1306	426
Totals for 1876–77,	202	165	8602	11426	7491.4	7491.4	.952	151	147233	7339	25123	53982	12328	577	1105	9.7	1844	484

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

Rank.	SCHOOLS.	Rooms.	TEACHERS.	No. half days in 1880-81.			No. half days in 1879-80.			Years.
				All.	Boys.	Girls.	All.	Boys.	Girls.	
1	High,	1	Lucy R. Bliss,	280	*	*	221	325	238	5
2	Hamilton,	12	Rita Shea,	168	310	184	190	319	219	2
3	Greenwich Av.	4	Edith E. Johnson,	153	179	220	152	*	*	2
4	Hamilton,	11	Cornelia Clinton,	140	234	175	174	273	225	2
5	Fair St. Train'g	3	Fannie Ullman,	138	243	206	*	----	----	1
6	High,	6	Anna S. Johnson,	132	295	153	120	198	227	4
7	High,	4	Sarah E. Porter,	131	170	231	140	225	194	5
8	High,	5	Sara E. Husted,	126	208	216	181	318	218	9
9	High,	2	Effie E. Stevens,	126	232	192	159	209	277	4
10	High,	3	Mary W. Storrs,	125	250	174	123	187	257	2
11	Hallock Street,	6	L. A. F. Pinney,	121	205	196	*	*	*	1
12	Skinner,	12	Sarah A. Tucker,	117	256	159	*	*	*	1
13	Hamilton,	10	Celestine Wall,	115	183	221	160	278	171	1
14	Washington,	12	Emily E. Warner,	111	*	*	120	*	*	4
15	Lloyd Street,	4	Fannie L. Rice,	109	186	163	*	*	*	1
16	Dixwell Av.,	5	Anna G. Kennedy,	109	159	176	138	215	210	7
17	Hamilton,	8	Clementine Kenney,	109	209	159	152	235	218	2
18	West Street,	2	Fannie M. Lynch,	107	195	162	219	*	*	4
19	West Street,	1	Eva J. Phelps,	106	189	183	141	223	213	6
20	Fair St. Train'g	4	Ida E. Bushnell,	105	155	243	*	*	*	1
21	Dixwell Av.,	4	Nellie A. Peck,	104	136	141	*	*	*	1
22	West Street,	4	Lillian M. Bedell,	103	210	154	165	311	190	6
23	West Street,	3	Clara E. Burwell,	102	196	176	114	203	191	5
24	Carlisle Street,	1	M. L. Livingston,	100	146	178	140	*	*	1

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the PAST YEAR or longer.

HIGH SCHOOL.

No. 7. Lizzie M. Andrew.
Fannie B. Hughson,
Julia A. Robinson, 3 years.
Edna L. Sherwood, 6 years,
Nettie J. Smith,
Herbert D. Carrington, 2 yrs.
David D. Lambert, 2 years,
Henry L. Swain, 6 years,
Nellie I. Brooks, 4 years,
Agnes D. Brown, 2 years,
Ellen E. Carr, 2 years,
Jennie Henry, 3 years,
Alice B. Riley, 2 years,
Lulu F. Seeley,
Louise A. Spang,
Eliza B. Thompson,
Mahlon H. Marlin, 4 years,
James T. Moran, 10 years,

No. 7*b*. Clara L. Barnum,
Charles E. Cornwall, 2 years,
R. Hart Lewis,

No. 6. Florence E. Disbrow, 5 yrs.,
Clara Feuchtwanger,
Carrie E. Hutchinson,
Ida E. Johnson,
Lena Lyons,
Alice N. Merwin,
Christina S. Richards,
Edith B. Smith,

No. 6. Albert M. Bartlett,
George H. Bunnell,

No. 5. Jessie E. Beers, 2 years,
Mary A. Cook, 2 years,
Alice W. Kent,
Nellie E. Rich,
Nettie B. Richards,
Katie Sisk,
Lewis E. Cadwell, 2 years.
George W. Hazel, 5 years.

No. 4. John D. Cox, 2 years,
William F. Flanagan, 5 years,
Charles C. LeForge,
James P. Pierpont, 7 years,
Nathan White,

No. 3. Lily Liefield,

No. 2. Katie Moran,
James H. Donnelly,
George L. Warren, 6 years,
Louis D. Mann,

No. 1. Carrie F. Finch,
Louisa A. Hofaeker, 3 years,
Helen May Thomas,
Henriette Wesley,
Henry P. Clark, 7 years,
Louis W. Widmann, 4 years,
Kate M. Tuttle, 2 years,
Lizzie J. Pfleghar, 2 years.

WEBSTER SCHOOL.

No. 2. Minnie Hastings,
Eddie Cannon,

No. 1. Emma MacDonald,
Fred. Dorman,
James Disbrow,
James Walter,

No. 6. Clarissa Ditmus,

No. 7. Arthur Kennedy,
Julius Planten,

No. 8. Albert B. Rogowski,

No. 9. Emma Goebel,
Frank Cannon,
Jessie Snider.

No. 10. Clarence Twitchell,
James Whalen, 2 years,

No. 11. Willie Beecher,
John Merriman,
Louis Pfaff, 2 years,
Albert Widman, 3 years,
Hyppolyte Gruener, 4 years.
Henry Marzi,
Cornelia Andrews,
Alice McQuaid,

No. 12. Leslie Burwell,
Charles Menge,
Fred. Riley,
Corinale Twitchell,
Grace Daggett, 2 years,
Annie Starkweather, 3 years.

EATON SCHOOL.

No. 3. Annie Hoffmeister,
Charles Cannon,
No. 4. Eddie Brant,
Willie Hasse,
Milton Kretz,
Charles McCullom,
No. 4*a*. John Higgins,
No. 6. Henry Smith,
Sarah Buck,
Jennie Murray,
Philip Lendroth,
Lizzie Bernstein,
Mamie Hickey,
Dannie Murray,
No. 7. Pinkie Goldbaum,
Theodore Hoffmeister,
Eddie Conlan, 2 years,
Henry Bradley, 2 years,
Eddie Healy,
No. 7. Guy Moffatt,
No. 7*a*. Joseph Lane,
John Kane,
No. 8*a*. Walter Brown, 2 years,
Augusta Pramschüfer,
Henry Machol, 2 years,
Herman Hoffmeister,
No. 10. Annie Ditter, 2 years,
Eddie Braden,
James Conlon,
George Spanutius,
No. 11. Milton Weil,
Willie Myers,
J. Glover Smith,
Annie Thorman, 3 years,
Thomas Farley,
Daniel Proctor,
No. 12. Louis Finch.

OAK STREET SCHOOL.

No. 3. Eddie Connell,
No. 4. Harry McQuaid,
No. 4. Ellsworth Platt.

HAMILTON SCHOOL.

No. 12. Julia Heaney,
Edmund Carey,
No. 11. Mary Cohane, 4 years, tardy three times,
Bridget Heaney, 4 years, tardy twice,
No. 10. John Leahy,
No. 9. John Shea,
No. 7. Mary Tracey,
John Berrigan, 2 years,
No. 6. Nellie Cohane,
No. 5. John Kelly,
No. 4. John Purcell.

FAIR STREET SCHOOL.

No. 4. Willie Sperry,
Eddie Alling, 2 years,
No. 3. Freddie Neabel,
Emma Mayers,
No. 2. Frankie Carter,
No. 2. Ghristie Mayers,
Katie Blake,
No. 1. Katie Mayers,
Alice Goldenblum.

DWIGHT SCHOOL.

No. 12. Joseph Rice, 2 years,
Alice Tisdale,
Edward Moriarty,
William Wheeler,
No. 10. Gertie Craig,
No. 8. Viola Bunnell, 2 years,
No. 8. Katie Bristol,
Ora Cox,
No. 7. Freddie Frost,
Frank Parsons,
Walter Parsons,
Ulysses Terrell.

DIXWELL AVENUE SCHOOL.

No. 7. Maggie McFarland,
Mary Murray,
No. 5. Annie Day, 3 years,
No. 4. Ida Henninger,
No. 2. Joseph Austin.

SKINNER SCHOOL.

No. 12. Joseph Barnes, 2 years,
Frank Beckley, 4 years,
No. 11. Lyla M. Scranton, 3 years,
Maggie E. Thielbar, 7 years,
Matthew J. Hickey,
Floyd Garfield,
No, 8. Andrew Kelly,
Jacob Luft,
Theresa Laudenbach,
No. 7. Seymour L. Spier,
No. 5. Bertha Johnson.

EDWARDS STREET SCHOOL.

No. 4. Albert Goos,
No. 2. James Daly.

HUMPHREY STREET SCHOOL.

No. 3. Anna Schmal,
No. 2. John McGovern.

WASHINGTON SCHOOL.

No. 11. Jennie Moffatt,
Carrie Keller,
John Moran,
Lizzie Warren,
No. 10. Cora Foster,
Tommy Rourke,
Nellie Mansfield,
No. 9. Alice Halliday,
John O'Meara,
No, 9. Willie Sanford;
No. 8. John Halpin,
No. 7. Arthur Cowell,
No. 6. Jennie Moran,
George Hartung,
Eddie Manson,
No. 5. Harry Lee,
Alice Wehle,
No. 3. Lizzie Heenan.

GREENWICH AVENUE SCHOOL.

No. 4. Nellie Mason, 3 years,
John Erhardt,
Albert Pfuderer,
No. 3. Alfred Hobro,
No. 2. Freddie Bradley.

HALLOCK STREET SCHOOL.

No. 6. George Connelly, 3 years, tardy once,
No. 5. Tommie Moran, 3 years,
No. 4. James McKiernan,
No. 3. Mamie Flannagan.

WEST STREET SCHOOL.

No. 4. George Gibson.
No. 3. Eddie Frederick.

CARLISLE STREET SCHOOL.

No. 4. Harry Meshurul,
No. 4. Annie Wilson.

CEDAR STREET SCHOOL.

No. 4. Maggie Allen.
No. 7. James Lyle, 3 years,
No. 8. Jakie Ulman, 4 years,
Fred. Vogel.

WOOSTER SCHOOL.

No. 10. Carrie Lambert,
No. 9. Hallie Beers,
No. 8. Charlie Clark, 3 years,
No. 6. Sarah Killoy,
No. 5. Johnnie Falby,
Otto Marx.
No. 5. James McGovern,
Tillie Piper,
Louise Schinzel,
No. 4. Eugene Pallman,
Hattie Flynn,
No. 2. James Ganey.

WOOLSEY SCHOOL.

No. 12. Mary A. Alcott,
Albert W. Forbes,
Michael P. Hart,
Clifford B. Hemingway, 5 years.
No. 11. Frederica E. Bishop,
Katie A. Evans,
Mary T. Kinney.
John C. Lancraft,
No. 10. Helen Blake,
William Kinney,
No. 9. John Dwyer, 2 years,
George Durstein, 2 years,
Otto Richert,
No. 8. Jennie Boucher,
Carrie Bradley,
Maggie Cullen,
Alice Hutchings,
Willie Holladay, 2 years,
Harry Hurd,
No. 7. Maggie Burke,
Annie Maher,
Eddie Dwyer,
No. 7. Irving Hopkins, 2 years,
Everett Taylor,
No. 6. Sarah Greenfield,
Peter Bree, 2 years,
David Callahan,
Willie Harty, 2 years,
No. 5. Fannie Fields,
Mary Keenan,
Nellie Scranton,
Patrick Foley,
Fred. Jackson,
John Kenney,
Clarence Kilbourne,
Frank Murray,
Thomas Ryan.
No. 4. Raymond Dorman,
John Keyes,
Isaac Reichert,
No. 3. Freddie Bates,
No. 2. Peter Eagan,
Annie Keleher,
No. 1. William Dwyer,
Joseph Murray.

GRAND STREET SCHOOL.

No. 7. Mary Robinson,
Mary Loughary,
Albert Loveland,
No. 6. Joseph Seely.
No. 3. Marie Collins,
Thomas Farrell,
No. 2. Nettie Rowe,
No. 1. Maud Rowe.

LLOYD STREET SCHOOL.

No. 4. James Gibbons,
Bertie Weaver,
Mary Heaney,
No. 4. Rowena Keast,
No. 3. Nellie Lawlor,
No. 2. Alfred Keast.

TEXT BOOKS.

HIGH SCHOOL.

MATHEMATICS.—Sanford's Analytical Arithmetic, Packard's Complete Course of Business Training, Loomis' University Algebra, Olney's University Algebra, Loomis' and Chauvenet's Geometry, Wheeler's Trigonometry.

HISTORY.—Smith's Smaller History of Greece, Leighton's History of Rome, Bloss' Ancient History, Greene's Mediæval History, Modern History, Nordhoff's Politics for Young Americans.

PHYSICAL SCIENCES.—Mitchell's Physical Geography, Gray's How Plants Grow and Wood's Plant Record, Hutchinson's Physiology and Hygiene, Cooley's Natural Philosophy, Steele's Fourteen Weeks in Chemistry, Steele's Fourteen Weeks in Geology, Steele's Fourteen Weeks in Astronomy.

ENGLISH LANGUAGE.—Webster's or Worcester's Dictionary, Swinton's School Composition, Patterson's Speller and Analyzer, Cathcart's Literary Reader, Hart's Composition and Rhetoric, Collier's History of English Literature, Shakespeare, and other classical English authors.

GREEK.—Hadley's Greek Grammar, White's First Lessons in Greek, Goodwin's Greek Reader, Homer's Iliad, Liddell & Scott's Greek Lexicon.

LATIN.—Allen and Greenough's Latin Grammar, Leighton's Latin Lessons, Jones' Latin Prose Composition, Harkness' Cæsar, Allen and Greenough's Cæsar, Searing's Vergil, Allen and Greenough's Vergil, Allen and Greenough's Cicero, Tozer's Classical Geography, Weller's Pocket Atlas of Classical Geography, Smith's Classical Dictionary.

GERMAN.—Otto's German Conversational Grammar, Leben und Tod des kleinen Rothkäpfchens, Neffe als Onkel, Maria Stuart.

FRENCH.—Keetel's French Grammar.

GENERAL EXERCISES.—Jepson's Music Reader, Bail's System and Charts in Drawing, Spencerian Writing Slips.

TEXT BOOKS USED IN THE GRADED SCHOOLS OF NEW HAVEN.

Franklin Readers.
Patterson's Speller.
French's Arithmetic.
Swinton's English Grammar,
Swinton's Language Primer.
Swinton's new Language Lessons.
Harper's Geography.
Anderson's Grammar School History of the United States.
Webster's Dictionary.
Spencerian System of Penmanship.
Jepson's Music Readers.
Bail's System and Charts in Drawing.

TEACHERS APPOINTED FOR THE YEAR 1881-82.

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL.		T. W. T. CURTIS, *Principal*,	$2,500	218 Orange.
		JAS. D. WHITMORE, *Sub-Master*	2,250	147 Bradley.
		Geo. L. Fox, *Classical Teacher*,	1,200	7 College.
Orange Street, cor. Wall.		Chas. H. Siebke, *German T.*,	750	116 Wooster.
		Virginia H. Curtis,	1,200	201 Orange.
		Mary A. Marshall,	800	49 Grove.
		Mary W. Storrs,	750	30 Academy.
		Lucy R. Bliss,	750	201 Orange.
		Annie S. Johnson,	750	290 E. Grand.
		Sara E. Husted,	750	146 Dixwell av.
		Susan S. Sheridan,	750	291 Orange.
		Sarah E. Porter,	750	106½ Wooster.
		Effie E Stevens,	750	98 Wooster.
		Hyla C. Armstrong,	450	125 Humphrey.
			$14,400	
		WEBSTER DISTRICT.		
WEBSTER SCH.		JOHN G. LEWIS, *Principal*,	$2,300	258 George.
	12	Maggie W. Mason,	700	148 Orange.
George Street, cor. York.	12	Hattie Schulafer,	400	119 State.
	11	Ada T. Somers,	650	186 Goffe.
	10	Clara A. Hurlbut,	600	112 Temple.
	9	Julia A. Malcolm,	600	8 Gill.
	8	Anna R. Hubbell,	600	32 Dow.
	7	Eva L. Griffing,	600	188 Wooster.
	6	Frances E. Jackson,	500	12 Warren.
	5	Minnie E. Somers,	500	186 Goffe.
	4	Eliza A. Benham,	450	173 Oak.
	3	Ruth Gorham,	450	466 Howard av.
	2	Fannie I. Wheeler,	450	105 Dwight.
	1	Fannie E. Graves,	550	112 Temple.
			$9,350	
OAK ST. SCHOOL,	4	Louise G. Wolcott,	$600	101 Sylvan av.
	3	Fannie E. Blakesley,	450	78 Ward.
cor. Greenwood.	2	Laura E. Lampson,	450	15 Park.
	1	Mary J. Alden,	550	63 Kensington.
			$2,050	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DAVENPORT AV. SCHOOL.	4	Lizzie M. Healy,	$600	16 Factory.
	3	Marie A. Mallahan,	450	90 Asylum.
	2	Augusta E. Siebke,	450	116 Wooster.
cor. Asylum.	1	Emma F. Weld,	550	99 Wall.
			$2,050	
WHITING ST. UNGRADED.	1	Henry W. Loomis,	$1,000	F. Haven, East
		EATON DISTRICT.		
EATON SCHOOL.		SAMUEL T. DUTTON, *Principal*	$2,250	109 High.
	12	Eunice K. Armstead,	700	67 William.
Jefferson Street.	12	Ellen A. Gower,	450	307 Grand.
	11	Julia A. Bidwell,	650	5 Osborn.
	10	Ida L. Henry,	600	9 Audubon.
	9	Mary A. Bronson,	600	23 Trumbull.
	8*a*	Nellie L. Bonney,	600	67 William.
	8	Heppie E. Goodrich,	600	141 Church.
	7*a*	Jessie F. Crane,	600	149 Chapel.
	7	Mary C. Durrie,	600	188 Temple.
	6	Anna E. Pigott,	550	40 Clark.
	5	Flora Fisher,	450	71 Grand.
	4*a*	Mary F. Frisbie,	450	9 Lyon.
	4	Joanna M. Flanagan,	450	50 Chapel.
	3*a*	Hattie E. Barnes,	350	93 Chapel.
	3	Mary F. Leary,	450	24 Locust.
	2	Flora A. Loper,	450	134 Bradley.
	1	Mary J. Hayes,	550	660 State.
			$11,350	
		WOOSTER DISTRICT.		
WOOSTER SCH.		FRED'K E. BANGS, *Principal*,	$2,100	10 College.
	12	Augusta Crane,	700	149 Chapel.
Wooster Street, cor. Wallace.	12	Anna S. Chadbourne,	400	91 Union.
	11	Jennie S. Burlock,	650	710 Chapel.
	10	Ella F. Healy,	600	66 St. John.
	9	Minnie T. Bird,	600	85 Chapel.
	8	Emma E. Burwell,	600	376 George.
	7	Blanche E. Parker,	600	63 Greene.
	6	Mary C. Gorham,	550	13 Warren.
	5	Mary A. McCheane,	400	3 Brewery.
	4	Josephine H. Thatcher,	400	38 Chestnut.
	3	Katie R. Smith,	450	82 Wallace.
	2	Cornelia Hurlbutt,	400	134½ Olive.
	1	Harriet C. Miles,	550	245 Whalley av
			$9,000	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HAMILTON ST. SCHOOL.		AGNES WELCH, *Principal*,	$1,200	267 Franklin.
	12	Rita Shea,	700	" "
	12	Anna P. Day,	450	10 College.
Between Wallace and Hamilton.	11	Cornelia Clinton,	650	267 Franklin.
	10	Celestine Wall,	600	" "
	9	Gertrude Roach,	600	" "
	8	Clementine Kenney,	600	" "
	7	Germaine Whelan,	600	" "
	6	Patricia Carney,	550	" "
	5	Maria Murray,	500	" "
	4	Sylveria Flynn,	450	" "
	3	Ambrosia Coonan,	450	" "
	2	Mary E. Hall,	450	85 Grand.
	1a	Mary E. Dallaher,	450	92 Bradley.
	1	Cyril Welch,	550	267 Franklin.
			$8,800	
FAIR STREET, TRAINING SCHOOL.		SARAH A. WILCOX, *Principal*,	$800	6 Leonard.
	4	Ida E. Bushnell,	550	19 Perkins.
	4	Fannie M. Ullman,	300	195 Cong. av.
	3	Katie H. Gower,	150	307 Grand.
35 *Fair Street.*	3	H. Estella Scrimgeour,	200	59 Poplar.
	2	Ida M. Welch,	200	13 Greene.
	2	Hattie P. Cowell,	150	6 Home Place.
	1	Jennie Dana,	250	16 Leonard.
	1	Lilla M. Northrop,	150	53 Summer.
	1	Lucia J. Bryant,	150	15 Brown.
			$2,900	
GERMAN-ENG. SCHOOL.	2	Herman Trisch,	$1,000	
	1	Angennette T. Langley,	600	
198 *Wooster St.*			$1,600	
FAIR STREET UNGRADED SCHOOL.	2	Emily A. Wildman,	$600	
	1	Nellie J. Guinan,	450	
			$1,050	
		DWIGHT DISTRICT.		
DWIGHT SCHOOL.		L. L. CAMP, *Principal*,	$2,300	595 Chapel.
	12	Emma C. Brownell,	700	595 Chapel.
Martin Street cor. Gill.	12	Lottie E. Thompson,	400	28 Kensington.
	11	Harriet E. Judson,	650	595 Chapel.
	10	Georgina Norman,	600	66 Whalley av.
	9	Clara I. Bradley,	600	219 York.
	8	Gertrude L. Cooper,	600	Montowese.
	7	Hattie E. Reynolds,	600	118 Dixwell av.
	6	Emma E. Cowap,	550	23 Sylvan av.
	5	Lizzie V. Southworth,	500	14 Sylvan av.
	4	Katie E. Donovan,	400	123 Day.
	3	Emma E. Lincoln,	450	91 Martin.
	2	Nellie J. Riggs,	400	252 Orchard.
	1	Charlotte Hills,	550	146 College.
			$9,300	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DIXWELL AV. SCHOOL.	7	Sarah E. Hughes,	$750	Waterside.
	7	Nellie F. Sproat,	350	84 Dixwell av.
	6	Fannie T. Munson,	550	158 York.
	5	Annie G. Kennedy,	500	242 York.
	4	Nellie A. Peck,	450	80 Broadway.
	3	Mary R. Burwell,	450	596 Chapel.
	2	Charlotte E. Judson,	450	16 Lyon.
	1	Sarah S. Benham,	550	173 Oak.
			$4,050	
DIVISION STREET SCHOOL.	7	Jennie E. Barber,	$750	4 Mansfield.
	7	Hattie P. Marsh,	400	238 Orchard.
	6	Livia M. Jordan,	600	55 Thompson.
Cor. Shelton Av.	5	Jennie M. Norman,	500	66 Whalley av.
	4	Kittie A. Yanz,	450	110 Ivy.
	3	S. Ella Brown,	450	96 Broadway.
	2	Elizabeth Palmer,	450	94 Webster.
	1	Marie J. Bradley,	550	32 Gill.
			$4,150	
N. H. O. ASYLUM SCHOOL.	3	Cordelia Sargent,	$550	348 Elm.
	2	Ellen M. Hickox,	400	348 Elm.
348 *Elm Street.*	1	Harriet N. Bradley,	350	270 Martin.
			$1,300	
		SKINNER DISTRICT.		
SKINNER SCHOOL.		JOSEPH R. FRENCH, *Principal.*	$2,100	64 Whitney av.
	12	Sarah A. Tucker,	700	43 Trumbull.
State Street, cor. Summer.	12	S. Lizzie Briggs,	350	686 State.
	11	Sarah A. Mallory,	650	40 Grove.
	10	Anna E. Hayes,	600	297 Orange.
	9	Ann E. Loper,	600	134 Bradley.
	8	Ella L. Maguire,	600	134 Franklin.
	7	Juliet E. Peck,	600	44 York Sq.
	6	Ellen Kilbride,	550	54 Bishop.
	5	Emma S. Beach,	500	163 St. John.
	4	Hattie E. Munson,	400	181 Temple.
	3	Lucy P. Bush,	450	9 Library.
	2	Mary E. Weld,	450	99 Wall.
	1	Carrie M. Galpin,	550	131 Sherman av
			$9,100	
EDWARDS STREET SCHOOL.	4	Lily W. Sheridan,	$600	291 Orange.
	3	Adelaide L. Arthur,	450	196 Foster.
	2	Fanny Y. Cooke,	400	27 Clark.
	1	S. Evelyn Manning,	550	8 Leonard.
			$2,000	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HUMPHREY ST. SCHOOL.	4	Emily J. Farnsworth,	$600	55 Trumbull.
	3	Gertrude M. Mann,	400	577 State.
	2	Mary A. Judd,	450	64 Nash.
	1	Margaret M. Tucker,	550	518 State.
			$2,000	
ST. FRANCIS ORPHAN ASYLUM SCHOOL.	3	Josepha Cullen,	$500	Highland.
	2	Edwina Fogarty,	400	"
	1	Everilda Quigley,	400	"
Highland Street.			$1,300	
		WASHINGTON DISTRICT		
WASHINGTON SCHOOL.		GEORGE R. BURTON, *Principal.*	$2,300	555 Howard av.
	12	Emily E. Warner,	700	100 Portsea.
	12	Nellie M. Cummings,	450	174 Columb. av
Howard Avenue, cor. Putnam.	11	Maria L. Bradley,	650	20 Vernon.
	10	Jennie E. Crittenden,	600	223 Elm.
	9	Jennie R. Catlin,	600	92 Olive.
	8	Mary E. Willoughby,	600	7 Christopher.
	7	Annie C. Norman,	600	66 Whalley av.
	6	Catherine C. Jones,	600	143 Columb. av
	5	Fannie A. Butler,	550	67 Prince.
	4	Georgie S. Barber,	500	222 Crown.
	3	Anna F. Gillette,	500	123 Columb. av
	2	Lizzie M. Catlin,	500	92 Olive.
	1	Julia Nadler,	400	115 Hill.
			$9,550	
WEST STREET SCHOOL.	4	Lillian M. Bedell,	$550	321 Cedar.
	3	Clara E. Burwell,	400	54 Sylvan av.
	2	Fannie M. Lynch,	400	20 Baldwin.
	1	Eva J. Phelps,	550	10 Washington
			$1,900	
CARLISLE STREET SCHOOL.	4	Martha B. May,	$600	87 Park.
	3	Alice G. Ford,	450	65 Spring.
	2	Charlotte E. McCaffrey,	350	83 Putnam.
	1	Marion L. Livingston,	550	296 Columb. av
			$1,950	
GREENWICH AV. SCHOOL.	4	Edith E. Johnson,	$600	341 Howard av
	3	Katie Smith,	450	132 College.
	2	Ida E. Eaton,	400	67 Minor.
	1	Kate Conlan,	550	23 Hallock av.
			$2,000	

SCHOOL.	Rooms.	TEACHERS.	Salaries.	Residences.
HALLOCK STREET SCHOOL.	7	Lucy A. F. Pinney,	$600	193 George.
	6	Hannah M. Chamberlin,	500	45 Park.
	5	Julia M. Morrissey,	350	137 Putnam.
	4	Lizzie D. Baird,	400	292 Howard av
	3	Carrie E. Strong,	400	103 Liberty.
	2	Hattie M. Price,	450	313 Water.
	1	Anna M. Brennan,	550	2 Elliott.
			$3,250	
CEDAR STREET TRAINING.		MARIA L. BREEN, *Principal*,	$1,200	55 Lombard.
	8	Martha E. Chapman,	600	109 York.
	8	Hattie Barker,	250	31 Wooster.
Bet. Washington and Gilbert Sts.	7	Margaret T. Healy,	150	209 Franklin.
	7	Mary A. Cullen,	300	Westville.
	6	H. Josie Hewson,	300	98 Carlisle.
	6	Lottie Gorham,	200	466 Howard av
	5	Eleanor A. Peck,	150	27 Broad.
	5	Mollie Nadler,	150	115 Hill.
	4	Anna A. Gildersleeve,	150	182 Whalley av
	4	Mary E. Andrew,	150	80 Ward.
	3	Mary A. Maltby,	250	157 Dixwell av
	3	Mary E. Gates,	300	118 Liberty.
	2	Delia T. Donahue,	250	428 Howard av
	2	Bessie L. Kent,	150	138 Dwight.
	1	M. Christina Rynn,	450	19 Davenp't av.
	1	Josie A. Lyon,	200	710 Chapel.
	1	Sarah S. Wilson,	150	117 York.
			$5,350	
		WOOLSEY DISTRICT.		
WOOLSEY SCHOOL		MARK PITMAN, *Principal*,	$2,300	Wallingford.
	12	Julia A. Willard,	700	20 Woolsey.
Woolsey Street, cor. Poplar.	12	Jennie Field,	450	140 Greene.
	11	Nellie B. Morse,	650	47 Perkins.
	10	Sarah U. Wright,	600	24 Pearl.
	9	Fannie I. Bunce,	600	113 Poplar.
	8	S. Alice Darrow,	600	40 Perkins.
	7	Sarah J. Gibson,	600	44 Edwards.
	6	F. Isabel Swift,	550	177 Exchange.
	5	Lizzie E. Woodend,	500	105 Wallace.
	4	Carrie A. Parsons,	350	8 Lyon.
	3	Nellie B. Swain,	450	70 Woolsey.
	2	Marion. A Woodford,	350	86 Exchange.
	1	Lottie D. Butler,	550	112 Ferry.
			$9,250	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
GRAND STREET SCHOOL.	7	Mary Kilbride,	$650	54 Bishop.
	6	Mary J. Warren,	600	48 Exchange.
	5	Emily M. DeForest,	600	45 Atwater.
Bet. Clinton Av. and Perkins St.	4	Mary F. McArthur,	450	15 Wallace.
	3	Martha E. Lindsley,	450	11 Wolcott.
	2	Lizzie J. Smith,	450	82 Wallace.
	1	Mary A. Pinney,	550	155 Meadow.
			$3,750	
LLOYD STREET SCHOOL.	4	Hortense A. Darling,	$600	184 Exchange.
	3	Mary J. Fahy,	450	173 Franklin.
	2	Emily G. Siebke,	350	116 Wooster.
	1	Ella A. Beach,	550	163 St. John.
			$1,950	
FERRY STREET SCHOOL.	8			
	7			
	6			
Between Peck and English Sts.	5			
	4	Fannie L. Rice,	$600	284 Ferry.
	3	Ada B. Hyde,	400	150 Pearl.
	2	Ida A. Hague,	350	82 Wallace.
	1	Anna M. Smith,	350	31 Clark.
			$1,700	
CENTER STREET SCHOOL.	3			
	2	Anna M. Potter,	$400	
	1	J. Kinnie Hemingway,	370	
Fair Haven East.			$770	
QUINNIPIAC ST. SCHOOL.	1	Hattie L. Smith,	$400	
	2	Carrie L. Huntley,	320	
Fair Haven East.			$720	
		SPECIAL INSTRUCTORS.		
MUSIC,		B. Jepson,	$2,000	20 Grove.
DRAWING,		Louis Bail,	$2,000	43 Park.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in his Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent.*

GERMAN-ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADRD SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The **town** of New Haven is divided into **two school districts,** viz: the City and Westville.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The **New Haven City School District includes** all that part of the **town of New Haven** which lies east of a line running from the Bridge over West River on the Derby Turnpike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond, to the Hamden line. **It is divided** for convenience **into seven sub-districts,** with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel,

neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, neither side of Grove to State, thence in the shortest straight line to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad, which separates it from the Skinner District, thence to Mill River, and along the water front including Long Wharf, to the place of beginning, with all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, both sides of Grove to State, thence in a straight line to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence to Franklin street, includes both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

WOOLSEY includes all that portion of the city which lies east of Mill River. (After September 20, 1881, the Woolsey sub-district will also include the two school districts of East Haven immediately north of and south of East Grand street, recently annexed to the town of New Haven.)

III.

THE BOARD OF EDUCATION.

The **Board of Education consists of nine members,** three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined by the statutes of the State.

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated **shall become school districts** of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts **shall annually choose,** on the **third Monday in September** in each year, instead of a district committee, a **Board of Education** consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors; and said Board of Education shall have all the **powers and** be subject to all the **duties** imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the com-

mon schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors **shall be filled** by an election of the necessary members thereto by ballot. **Should any vacancy occur** by death, resignation or otherwise, the remaining **members of the Board may fill** such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy **to hold office only for the unexpired term** of his predecessors, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The **annual meeting** of the legal voters of the District is held on the **third Monday of September,** at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The **regular meetings** of the Board are held on the **first** and **third Friday evenings** of each month; from the 20th of September to the 20th of March, at 7½ o'clock; for the remainder of the year at 8 o'clock. **Five members** of the Board shall constitute a **quorum** for the transaction of business, and every member present when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public unless otherwise specially ordered.

VI.

SPECIAL MEETINGS.

Special meetings may be called **by a majority** of the **Board,** or by the President, and the notice for such meetings shall state the objects for which they are called.

VII.

PRESIDENT OF THE BOARD.

1.—At the **first meeting of the Board** after the Annual District Election, a **President** for the ensuing year **shall be chosen** by the concurring ballots of a majority of the Board, unless the election be postponed to a future meeting.

2.—The President shall preside at the meetings of the Board and perform such other duties as usually pertain to that office.

3.—In the absence of the President, his powers and duties shall devolve upon a President *pro tempore*.

VIII.

STANDING COMMITTEE.

At the first meeting of the Board **after the annual election,** unless postponed by a majority of those present, **a Committee on Schools, a Committee on Finance,** and **a Committee on School Buildings,** shall be elected by a majority of the Board.

1.—COMMITTEE ON SCHOOLS.—**The instruction and government of the schools,** the furniture, books, maps and apparatus for teaching, shall be under the **especial. charge of the Committee on Schools.**

2.—COMMITTEE ON FINANCE.—The **financial wants** and obligations of the District shall be under the **especial charge of the Committee on Finance,** who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The **Committee meet** during the **last week of each month** to examine and pass upon all the bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no bill shall be contracted except by the President, the Chairman of some Committee, or the Secretary.

3.—COMMITTEE ON SCHOOL BUILDINGS.—The School Buildings and other property of the District shall be under the special charge of the Committee on School Buildings, who shall direct necessary repairs. They shall also **make an estimate, for publication in the Annual Report,** of the value of the property belonging to the District.

IX.

EXECUTIVE OFFICERS.

The **executive officers** of the Board shall consist of a **Secretary** and a **Superintendent of Schools,** who shall be chosen in alternate years, by the concurring ballots of a majority of the Board, at the second regular meeting in the month of January, for the election of Secretary, and at the second regular meeting in the month of June for the election of Superintendent, unless the election is postponed to a future meeting. They shall **each hold office for two years,** and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

It shall be the duty of the **Secretary to furnish** fuel, books, stationery, crayons, registers, blanks, and other **supplies** for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

He shall **keep the accounts** of the District, and make out an annual report of his expenses.

He shall **receive the moneys** from the Treasurer for all orders drawn on him, and **pay all bills** approved by the Committee on Finance, and none others.

He shall **loan books** to indigent pupils, as provided in these rules; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

He shall keep an **accurate inventory** of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He **shall superintend** all **necessary repairs** under the direction of the Committee on School Buildings.

He shall be the **executive officer** of the Board in securing the attendance at school of **truant** and **neglected children.**

He shall have a general **oversight of the janitors,** and see that their duties are faithfully performed; and also of the warming and ventilation of the buildings.

He shall within twenty-four hours after the **passage of any rule** affecting the management of the schools, **deliver** to the Superintendent a **copy of such rule,** and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

He **shall be at the office of the Board on all school days,** from 8¼ to 9½ o'clock, A. M., and from 4 to 5 o'clock, P. M., and on Mondays and Fridays from 7 to 8 P. M., and **shall devote his whole time** to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

It shall be the **duty of the Superintendent,** under the direction of the Board of Education and the Committee on Schools, to **devote his whole time to the schools,** point out defects and suggest improvements; and to **report to the Committee on Schools,** or to the Board, the results of his observations. He shall assemble the teachers from time to time for advice and direction, shall inquire into all complaints, and shall examine candidates for the position of teachers. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

He **shall be at the office of the Board on all school days,** from 8¼ to 9 o'clock, A. M., and from 12½ to 1 o'clock, P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

1.—Reading the minutes of the previous meeting.
2.—Reports of Committees.
3.—Unfinished business.
4.—Report of Superintendent.
5.—Report of Secretary.
6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The **salaries of all persons** in the employ of the Board shall be **fixed by** the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount **exceeding one hundred dollars,** without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT BOOKS, APPARATUS, ETC.

1.—The **apparatus, books,** maps, etc., used in the schools, **shall be such** only as may be **prescribed by the Board.**

2.—**No text books shall be introduced into or withdrawn** from the schools unless a proposition to that effect has been submitted to the Board at a previous meeting, nor then unless the Committee on Schools have reported thereon.

3.—All **school registers,** record books, report blanks, etc., shall be after **uniform patterns,** to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be referred to the appropriate Standing Committees, before action by the Board.

XVIII.

AMENDMENTS.

The **rules and regulations** for the government of the Board shall **not be amended or repealed** but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of the majority of the Board.

XIX.

ELECTION OF TEACHERS.

1.—**Candidates** not in the service of the District **will apply in writing** to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—The **annual election of teachers** shall be made by the Board **in the month of June.**

3.—Teachers **shall be immediately notified** by the Superintendent of their election. An **appointee failing** for one week to give notice to the Superintendent of the acceptance of the appointment, **will be considered as declining it.**

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in rigid accordance with the prescribed course of studies; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—**The Principals** in their respective districts, under the direction of and in coöperation with the Superintendent, shall devote so much of their time as may be necessary **to insure a strict** observance and **enforcement** of the **rules** and regulations of the school.

3.—**All teachers** are required **to be at their respective school rooms** at the beginning of *their* school hours (viz.), at 20 minutes before 9 o'clock, A. M., and 15 minutes before 2 o'clock, P. M., and to remain during the session; and in case of failure, **they shall report themselves** without delay, **in writing,** to the Principal, stating the **cause and number of minutes** they are absent from their rooms, and the Principal **shall forward such reports** to the Superintendent, at the **end of each week. To secure uniformity and avoid doubt** in relation to time, the **Principal shall provide for** the ringing of a teacher's bell just 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4.—Whenever a **teacher shall be absent from school,** and whenever from any cause, the exercises of a school shall be omitted, **immediate notice** of the same **shall be sent** to the Superintendent by the Principal; and **no substitute** for an absent teacher shall be employed for **more than one day** without the express approbation of the Superintendent.

All allowance for the **absence of Principals** from school duty, **must be referred** to the Board.

Teachers shall not absent themselves from school for any other cause than sickness, **without permission** previously obtained from the Superintendent.

5.—**Every teacher** desiring to leave the service of the Disirict shall **give three weeks' notice,** in writing, to the Superintendent; and **teachers** leaving their duties without permission of the Board, **shall forfeit** whatever portion of **their salaries** would otherwise be due. Teachers shall forfeit their pay for absence from any cause **excepting sickness,** in which case an **allowance of twenty-five per cent.** of the regular salary will be made for absences not exceeding twenty days in any one term. **Teachers** appointed at the beginning of the school year will **not** be regarded as being **in the service of the District** until they have entered upon their duties.

6.—The **special teachers in Music and Drawing** shall visit regularly and impartially the several rooms in which they are expected to instruct; and the **teachers** in those departments **shall be present** to preserve order, and aid in such measures as will make the special instruction most valuable to the pupils.

7.—**Teachers shall take special care** that their school rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall **permit no damage** to the school property or buildings, and whenever it is done by accident or intention, they **shall give prompt notice to the Secretary,** who shall require the offender to make good the injury.

8.—The **teacher** in each room shall keep an **accurate register** of the names, ages and residence of pupils, and the names of their respective parents or guardians; and **shall keep such records** as the Committee on Schools may require, and **shall report** the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—**Teachers shall prepare** for inspection, during the **second week** of each term, **time tables** indicating the daily exercises of the room.

10.—**Teachers** in all rooms above the **fourth grade shall send a weekly report** to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—**Teachers shall investigate** all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of **ten instances** of unexcused absence and tardiness, or of either, in any one term, the delinquent pupil **may be transferred** by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. **No excuse** for absence or tardiness **shall be accepted,** unless it allege sickness, or some equally imperative necessity.

12.—Teachers **shall record absence occasioned by sickness** until such absence shall amount to **ten successive half days,** after

which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. **Pupils detained** from school **for the religious observance** of Holy-days, will be excused by bringing written notice from their parents to that effect.

13.—No teacher shall receive a child as a pupil **after having been withdrawn** for any cause, **without a ticket** from the office of the Board of Education, and if the pupil withdrawn **shall return within ten half days** from the time of withdrawal, the **whole number of half days** from the time of withdrawal to return shall be counted as absence.

14.—Teachers shall, so far as possible, govern by kindness and by appeal to the better nature of pupils. **Corporal punishment** shall be administered **only in extreme cases,** and **never at the same session** of school in which the offense was committed; nor by a subordinate teacher, **until the case has been reported to the Principal;** and the **teacher shall keep a record** of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

15.—Teachers **may detain pupils half an hour** at the close of the afternoon session, and **no longer and at no other time,** for discipline, or to make up neglected lessons.

16.—**Teachers shall attend all meetings** called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Fall and Winter terms, **there shall be an examination** in all the studies of each room, conducted **by the Principal,** who **shall make a written report** to the Board of the progress and condition of the several rooms under his charge.

18.—The **Principals of schools may prescribe special rules** for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The **promotions** in the various schools **shall be made by the Principal,** under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—**If the parent** or guardian **shall not provide** the required **text-books,** the pupil shall be reported to the Superintendent, and by him be sent to an ungraded school, unless the failure proceed from poverty; in which case the **Principals of the Schools** shall **loan school books** to indigent pupils, and keep an account of the same, under such restrictions as the Committee on Schools may prescribe.

21.—**Parents** and others desiring information or feeling **aggrieved, should consult the Superintendent at the office of the Board,** or the Principal **out of school hours.** They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—**Principals shall request** the parents of pupils who may be

specially exposed to **contagious diseases,** to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the **close of the year,** every teacher **shall report to the Superintendent** the names of such pupils as have been **punctual attendants.**

XXI.

GRADUATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded:

1.—For the **lowest grade** of teachers **a salary shall be paid** at such a rate **as the Board,** at the annual election of teachers; **may determine.**

2.—For **each subsequent year $50 may be added** to the salary of the previous year (provided the services of the teacher are approved by the Board), until the salary shall reach the **maximum of the grade** in which the teacher is employed.

3.—The Training Teachers shall be paid for their services as follows:—For the **first ten weeks,** at the rate of $150 per annum; for the **second ten weeks,** at the rate of $200 per annum; and after **thirty weeks,** at the rate of $300 per annum, until regularly appointed.

4.—**Salaries not included above,** will be fixed as, in the judgment of the Board, circumstances may require.

5.—The graduates of the High School, for the current year, shall have preference in appointments to the Training Schools, over all other applicants.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools **are free** to those children only whose parents or guardians **reside in the District.** When there are seats not required by children belonging to the District, **pupils, not residents, may be received** as members of any school, but not until payment of tuition has been made, in advance, to the Secretary, for the term or balance of the term, on which the pupil proposes to enter; at the rate of **forty dollars a year,** or one dollar a week in the High School; and **twenty dollars a year,** or fifty cents a week, in all schools below the High School.

2.—**No pupil** shall be admitted **without a ticket** obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides, so long as a proper vacancy exists.

3.—No child shall be admitted to any **lowest primary room** after the expiration of the **first week of any term,** unless such child shall be able to enter one of the regular classes.

4.—No child **under five years** of age shall be admitted as a member of the public schools.

XXIII.

DUTIES OF PUPILS.

1.—**Pupils shall be regular and punctual** in attendance, decent in dress, cleanly in person, industrious, respectful and obedient;

avioding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—**No scholar** shall be allowed **to enter** or remain a member of any **public school out of his or her own district,** except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in **case of removal** from one district to another, **to continue** their children, till the end of the school year, in the school in which they may have attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—**Pupils shall make up neglected lessons,** unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress.

5.—**Any pupil guilty of profanity,** obscenity, truancy or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking or otherwise injuring the school buildings or other school property, or guilty of any other serious misdemeanor, **shall be immediately reported to the Superintendent,** and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—**No scholar** shall be allowed to remain in any school-room **during the noon recess,** unless a teacher be present.

7.—**No pupil** shall be allowed **to be absent** from school during the regular sessions, **to take Music, Dancing or other lessons.**

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following **course of discipline:**

1.—For the **first offense** in addition to the ordinary school discipline, the name of the offender shall be reported to the Superintendent, by whom it shall be recorded, and then given to **the Secretary,** whose duty it shall be **to see the parents** or guardians of the offender, make himself acquainted with the circumstances of the case, and **notify them** of the consequences of such conduct, if persisted in. **For a second offense** the pupil, if he be a **member of the High School,** shall be suspended from school attendance for two weeks; and **for a third offense** shall be transferred by the Superintendent to the truant school; and in the case of a **member of the grammar school,** upon the **second offense,** he shall be transferred by the Superintendent to the truant school.

2.—**Whenever a pupil is transferred to the truant school,** notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and **in case of non-attendance** of such pupil, shall immediately notify the Secretary.

3.—It shall be the **duty of the Secretary,** on receipt of such notice, to **inquire** into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—**No pupil thus transferred** to the truant school shall be permitted to **enter another school,** except by recommendation of the teacher of the truant school and with the approval of the Superintendent.

XXV.

ELECTION OF JANITORS.

Janitors shall be **elected** annually, at the last meeting of the Board **in the month of June,** unless the election be deferred to a future meeting.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the **duty of Janitors** to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 4½ o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates thirty minutes before nine o'clock, A. M., and fifteen minutes before two o'clock, P. M., and close them when school commences; to be present and open the gates at the time for closing school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order; and to sharpen all pencils used in the schools.

8.—To sprinkle the yards and streets in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the front yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

11.—To make all minor repairs not requiring the services of skilled artisans.

12.—Janitors will perform the above duties subject to direction by the Principals of schools, and will render assistance by every reasonable means at the call of the Principals.

13.—At the High School and all Grammar Schools, janitors will be expected to give, substantially the whole of their working time to their duties in connection with the school buildings.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The **school year shall begin** during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually designate.

2.—The **regular holidays** shall be Thursday and Friday of Thanksgiving week, Fast Day, Decoration Day, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—**The regular school hours** shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with appropriate devotional exercises.

5.—In case of a **violent storm,** the Superintendent will indicate, through the Fire Alarm Telegraph (2-2 and repeat), that all schools, except the High School, will close for the day at 12 o'clock, noon.

6.—The public are invited to visit the schools; but **teachers shall not deviate from their usual exercises,** except by request of some member or officer of the Board.

7.—**No one** shall be allowed **to offer** on the school premises **anything for sale,** examination or exhibition; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature.

XXVIII.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year **pupils** in the highest grade of the Grammar schools, who pass the prescribed examination, **are promoted** to the Hillhouse High School.

2.—**Examination** for the promotion **shall be in writing,** and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each school, under the direction of the Superintendent. All applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—**Instruction may be given** in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German, Greek and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4.—**The particular order** and manner in which instruction shall be given in the branches taught in the High School **shall be arranged by the Superintendent and Principal** of the school, subject to the approval of the Committee on Schools.

5.—**Admission** to this department shall be made **only at the beginning of the year,** unless the candidate shall be qualified to enter the regular course.

HILLHOUSE HIGH SCHOOL.

CLASSICAL DEPARTMENT.

	Time. Each term 20 weeks.	Latin.	Greek.	Mathematics.	History, Geog., &c.
Fourth Class.	1st Term.	Grammar	Botany or Phys. Geog.	Arithmetic and Book K.	Roman Hist.
	2d Term.	and Reader.	Book-Keep'g	Algebra.	Physiology.
Third Class.	1st Term.	Cæsar.	Grammar and White's Lessons.	Algebra.	Rhetoric.
	2d Term.	Cæsar.		Algebra.	Greek Hist.
Junior Class.	1st Term.	Vergil.	Goodwin's Greek Reader.	Geometry.	Physics.
	2d Term.	Vergil.		Geometry.	Chemistry.
Senior Class.	1st Term.	Cicero.	Homer.	Mod. Hist.	French or
	2d Term.	Cicero.	Homer and Reviews.		German.
Summer.		Reviews.			

Exercises in Latin and Greek Prose Composition throughout the Course.

HILLHOUSE HIGH SCHOOL.

ENGLISH DEPARTMENT.

FOURTH CLASS.

First Term (20 *weeks*).	*Second Term* (20 *weeks*).
Arithmetic.	Algebra.
Physical Geography.	*Book-keeping.*
Botany.	*Physiology.*
French, German, Latin.	*French, German, Latin.*

THIRD CLASS.

Algebra.	Algebra.
Rhetoric and English Language.	*Science of Government.*
Ancient History.	*Mediæval History.*
French, German, Latin.	*French, German, Latin.*

JUNIOR CLASS.

Geometry.	Geometry.
Physics.	Chemistry.
Modern History.	English Literature.
French, German, Latiu.	*French, German, Latin.*

SENIOR CLASS.

Geology.	
Astronomy.	
English Literature.	Reviews.
Trigonometry.	
French, German.	

In the first term of the Fourth Class, the study of Arithmetic is mainly a review, in order that those who come from different schools may be equally prepared for severer mathematical work. There are but three recitations in this study each week, all the class having a composition exercise the other two days. In the second term also, all the class have either composition or declamation twice a week in place of some optional study, or "general exercise."

During the last three years all pupils have either composition or declamation at least once each week.

There is a "general exercise" for the whole school daily, in either reading, writing, spelling, singing, composition or declamation.

Each pupil in the "Regular Course" is expected to have three studies and one "general exercise" each day. The studies in Roman type are prescribed ; those in *Italics* are optional.

Grades	I.					II.					III.					IV.					V.					VI.					VII.					VIII.				
Terms and Half Terms.	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2	S. T.	F. T. 1	F. T. 2	W. T. 1	W. T. 2
Periods of 8 W.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Monroe's Charts,	15	30	45																																					
1st Reader, Franklin				41	77																																			
2d " [Series,						48	78	111	144	R.																														
3d " "											65	111	158	204	R.																									
3d Advanced "																69	120	167	218	R.																				
4th " "																					80	133	186	240	R.															
Intermediate "																										85	136	188	240	R.										
5th " "																															112	161	210	261	R.	315	374	R.	R.	R.
Patterson's Speller,											11	17	23	30	R.	37	43	49	54	R.	61	65	70	74	R.	81	87	94	100	R.	108	114	120	126	R.	134	142	150	160	R.
Speller & Analyzer,																																				18	31	43	56	R.
Arithm. 1st Lessons,										21	41	61	72																											
" Elementary,														26	44	63	82	104	128	R.	146	161	180	200	R.															
" Com. Sch'l,																										72	112	143	178	R.	204	228	252	265	R.	282	310	335	R.	R.
" Eaton's Intel.																			14	21	28	37	42	47	56	61	67	70	75	84	92	101	109	116	124	131	138	145	152	159
Geog. Introductory,																23	43	61	74	R.	79	85	95	107	R.															
" Com. Sch'l,																										18	39	51	63	R.	81	99	109	121	R.					
History U. States,																																				53	105	156	212	R.
Language Primer,																					29	57	83	102	R.															
" Lessons,																										29	59	84	115	R.	143	162	192	R.	R.					
English Grammar,																																				47	97	141	203	R.
Penmanship,											Shorter Course,					1	(1	2	2	2)	2	2	2	3	3	3	3½	3½	3½	4	4	4	4½	4½	4½	5	6	7	7	7
Drawing Charts,	1	1	2	2	2	2	3	3	4	4	4	5	5	5	6	6	6	7	8	9	9	10	10	11	11	12	13	14	14	15	16	16	17	17	18	18	19	19	20	20
Vocal Music,	6	22	30	33	34	56	64	72	81	88	104	114	124	145	163	20	36	51	66	82	104	124	143	160	176	17	37	57	72	99	17	37	57	72	99	17	37	57	72	99

Lead Pencil.

NOTE.—Each grade comprises one year. Each year is divided into five parts, of eight weeks each. The figures indicate the number of pages in the text book to be completed during each period. The text book of French's First Lessons and Eaton's Intellectual Arithmetic must be used only by the teacher, who will make the lesson a dictation exercise. Omit Arithmetical and Geometrical Progressions, pages 311—320 inclusive, in French's C. S. Arithmetic. Use only the U. S. rule in Partial Payments.

Exercises in Music which may be omitted. Book First: Nos. 332, 353, 370, 393, 407, 409. Book Second: Nos. 22, 77, 133, 160, 180, 226, 227, 232, 253, 254, 258, 264, 265, 341, 375, 399, 415, 419, 431, 470. Book Third: Nos. 42, 70, 73, 75, 103, 122, 137, 150, 161, 162, 173, 174.

Every teacher is held responsible to prepare her pupils thoroughly for promotion to the next higher grade in all the studies required.

Teachers will follow the tabulated scheme with the following exceptions:—

Grade IV. Period 2, Omit page 24— 38, in Geography.
" " " 5, Include 34— 38, "
" V, " 1, " 24— 33, "
" " " 5, " 108—110, "
" " " 5, " 201—208, in Arithmetic.
See scheme for maps to be drawn.

Grade VI, Period 2, Omit pp. 19— 35, and include Conn. in Geography.
" " " 5, Include 24— 35, "
" VII, " 1, " 19— 23, "
" " " 5, " 122—123, "
" VIII, " 1, " 204—223, "
" " " 2, " 223—235, "

☞ In Grade V, period 5, the (R) review will take the pages 200 to 208 inclusive in Elementary Arithmetic; and pp. 108 to 110, Introductory Geography. Also, Grade VII, period 5, R. pp. 122 and 123.

REMARKS ON THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. The experience of each year will enable us to ascertain what modifications may be necessary to render the scheme more complete.

I.—The "Tabular View" presents the whole course of study, divided into *forty equal parts*, to correspond with the same number of periods of time, each comprising *eight weeks*. This furnishes a convenient *scale* of forty degrees, upon which the pupils of our schools are classified.

II.—Teachers should ascertain, at the outset, what *subjects* are to be taught during each *period of time*, and should aim to make each pupil master every part of the course assigned to the period.

III.—The *youngest class* in the grade is to complete the work assigned for each *period;* and this class will determine the *grade* to which the *room belongs*. The progress of the older classes should not be hindered by those less advanced.

IV.—Teachers must take *special care* that all studies shall be advanced equally, as determined by the scheme; that no *favorite* study or exercise shall receive undue attention, to the neglect of other studies.

V.—If a teacher is not able to take her class thoroughly over the work assigned for each period, there is reason for investigation on her part, to determine the cause of failure, and to seek how to avoid it in future. *Aim to keep the classes on the grade.*

VI.—Each Principal is at liberty to make a more detailed scheme of studies for each *period*, to be limited by the general scheme, as defined by the foregoing table. The Principals are expected to see that every teacher, in their respective districts, shall give faithful and satisfactory instruction as required by this scheme, and report their results of examinations to the Superintendent, near the end of the Fall and Winter Terms.

VII.—N. B.—Teachers must be careful to *keep themselves familiar* with *those parts* of this "Course of Study" which pertain to *their own grades*, and to *follow faithfully the directions given.*

COURSE OF STUDY.

THE FOLLOWING COURSE OF STUDY IS MADE OBLIGATORY BY THE BOARD UPON ALL THE GRADED SCHOOLS.

GRADE I.—FIRST YEAR.

SUMMER TERM.

Reading.—Lessons from cards and blackboard. Monroe's Reading Charts begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Writing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Chart No. 1.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

REMARKS ON THE COURSE OF STUDY.

The course of study presented in the accompanying scheme is adapted, as nearly as possible, to the present stage of advancement of the classes in our schools. The experience of each year will enable us to ascertain what modifications may be necessary to render the scheme more complete.

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VII.—N. B.—Teachers must be careful to *keep themselves familiar* with *those parts* of this "Course of Study" which pertain to *their own grades*, and to *follow faithfully the directions given.*

COURSE OF STUDY.

THE FOLLOWING COURSE OF STUDY IS MADE OBLIGATORY BY THE BOARD UPON ALL THE GRADED SCHOOLS.

GRADE I.—FIRST YEAR.

SUMMER TERM.

Reading.—Lessons from cards and blackboard. Monroe's Reading Charts begun. Words may be taught by the "word method," or by letters and phonic elements. Correct all errors of expression. Impress upon the minds of the children the idea that words have meaning. Illustrate, as often as possible, by some familiar explanation. Require distinct enunciation from the beginning. Make free use of the blackboard for illustration.

Writing.—Teach the construction of letters and figures critically, placing them on the blackboard and calling attention to the forms of the different parts. Attempt no more at a time than can be thoroughly done. Never give a lesson to be copied from the card, or Reader, containing letters which the children have not been taught to make correctly.

Drawing.—Teach distance from point to point in straight rows, an inch apart, then to connect the points by straight lines. Require the "inch card" to be carefully observed. Follow Prof. Bail's Charts and Manual. Chart No. 1.

Numbers.—(Concrete.) Develop, with objects, a clear perception of numbers to 10. Count, read and write to 20. Add and subtract, by ones and by twos, to and from 20. Add columns combining 1 and 2, not exceeding 10.

Singing.—Finish Chapter 8, Jepson's Music Reader, Book *First*, Teacher placing the exercises on the blackboard in their regular order. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy from three to five minutes twice, at least, each half day.

Oral Instruction.—Hold familiar conversation with the children about objects of which they know something. Encourage them to express in proper language what they know, and tell them what they ought to know. Require them to remember and reproduce what has been said in previous conversations. Teach color and form.

Sentence-making.—Require the children to copy brief sentences, printed on the blackboard by the teacher. Correct common faults in the use of language through the whole course.

Morals and Manners.—Teachers will employ a few minutes every day in teaching the children what *is*, and what *is not* proper behavior at home, in the streets, at school, etc., pointing out the consequences. Teach maxims carefully selected—a new one each week, at least. Repeat singly or in concert.

FALL TERM.

Reading.—Charts. Enunciation and phonic elements to be carefully applied in the reading exercises.

Slate Writing.—Printing may be continued, but script letters are to be commenced. Teach the simplest forms of small letters, and select groups as presented in the SPENCERIAN MANUAL (p. 37). Teach, also, the principles and analysis of the letters (SPENCERIAN MANUAL, p. 40). Words are to be formed as fast as suitable letters are learned.

Drawing.—Chart No. 1.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, by twos, etc., to fives. Dictate mental exercises, using the first three digits, to a sum not exceeding 20.

Singing.—Finish Chapter 15, Book First, Jepson's Music Reader, Teacher placing the exercises on the blackboard in regular order, and improvising others of the same degree of difficulty. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in the preceding term.

Oral Instruction.—As in the First Term. Lessons on the school-room; its parts; its furniture; the materials of which they are made; where obtained. What belongs to the child, the teacher, the school. On our rights in relation to property. Care of the school-room and its furniture. Lessons on selected objects. Color, form, size and weight of objects.

Sentence-making.—Encourage the children to write, in brief expressions of five to ten words, what they know about some familiar object; as a pet animal, a gift, a friend, etc. Form sentences orally.

Morals, Manners, Maxims. — Right and wrong. Habits of order. Keeping things in their right places. Keep your own things in place without being told to do so; do not meddle with what belongs to others. "Order is Heaven's first law."

WINTER TERM.

Reading.—Exercises in enunciation and phonic elements. Teach expression, emphasis, inflection and proper tone of voice. Observe previous directions.

Spelling.—Spell words found in the reading; also, names of familiar objects, and words used by the children. An exercise in pronunciation of words in the lesson by teacher and pupils will prevent errors. Spell by letter and sound.

Slate Writing.—Give lessons in printing occasionally. A larger portion of time is to be devoted to making script letters; teaching principles and analysis. Write the Spencerian groups; combine the letters into words.

Numbers.—Count, read and write to 100. Add and subtract to and from 20, by ones, twos, etc., to fives. Dictate mental exercises, using the first five digits promiscuously. The work of the grade to be a complete development of numbers, as well as drill in combination of numbers used. Write Roman numerals to X.

Drawing.—Chart No. 2.

Singing.—Finish Chapter 18, Book First, Jepson's Music Reader, and introduce triple and quadruple time with easy scale exercises. Drill 15 minutes each day, *teacher placing the exercises on the blackboard.* Review definitions at close of term.

Physical Exercises.—As in the first term.

Oral Instruction.—Articles of domestic use at home; materials of which they are made; where and how obtained. Description, characteristics, form, color, size, weight, qualities, etc., of a few objects selected. Allow children to volunteer descriptions of interesting objects they have seen. Describe what can be seen in pictures of reading books, etc.

Sentence-making.—As in previous terms. Write a sentence containing one word or more, given by the teacher.

Morals and Manners.—On behavior in various places and circumstances; at home, in school, in the streets, at play, in company, among friends, among strangers. Doing right in everything at all times.

N. B.—Keep all studies thoroughly reviewed.

GRADE II.—SECOND YEAR.

SUMMER TERM.

Reading.—Phonic analysis of a few words to accompany each reading lesson. Pronounce to the class words at the head of the lessons, the scholars repeating. Require correct accent and distinct enunciation; cultivate natural, easy expression; teach emphasis and inflection, with proper elevation of voice.

Spelling.—All words in the reading lessons. Distinct utterance of each letter is essential. Pronounce each syllable, repeating each syllable from the beginning of the word. Keep the accent in its place on dissyllables when the accent is on the second.

Numbers.—Write and read numbers to 500. Add and subtract to and from 50, by ones, twos, etc., to tens. Dictate mental exercises, using any digits whose sum shall not exceed 50. Teach notation and numeration of one period. Add a column of units on slate or blackboard, of the first three digits, promiscuously, to 50. Learn multiplication and division table to 4. Write Roman numerals to L. Illustrate multiplication and division to 10.

Slate Writing.—Small letters by groups; analyze, giving principles. (SPENCERIAN MANUAL, p. 37.)

Drawing.—Chart No. 2.

Singing.—Finish Chapter 28, Book First, Jepson's Music Reader, teacher *improvising* in each kind of time. Drill 15 minutes each day. Scholars of this grade use the Music Reader, commencing on page 42. Review definitions at close of term.

Physical Exercise.—Gymnastics, Marching or Vocal Drill, should occupy five minutes, twice each half day.

Oral Instruction.—Clothing and materials of which it is made, of children, boys, girls, for week days, for public occasions. Clothing of animals and man compared. Importance of cleanliness for health, enjoyment, and decency. Color as applied to dress.

Sentence-making.—Write sentences, including given words; what the pupil has seen in the street or elsewhere; what is seen in a picture; in pictures of the Reader or Arithmetic.

Morals and Manners.—Kindness; good nature; making others happy, and their opposites. Politeness, respect toward parents, teachers, the aged.

FALL TERM.

Reading.—Continue according to previous directions. Aim to secure *accuracy* and *fluency*, without haste, in calling words; right pitch and tone of voice. Explain the meaning of words not obvious. Question the children on them.

Spelling.—As in preceding term.

Slate Writing.—Add to previous directions Capital Letters commenced. Teach the principles. (See SPENCERIAN MANUAL, p. 60.)

Drawing.—Chart No. 3.

Numbers.—Write, read and enumerate two periods. Add and subtract to and from 100 by ones, etc., to tens. Dictate mental exercises to 100 with promiscuous digits. Slate work, add columns of units and tens. Teach subtraction and division with the smaller digits. Learn multiplication and division tables to 8. Write Roman numerals to C.

Singing.—Finish Chapter 35, Jepson's Music Reader, Book First. Teachers *improvise* same class of exercises at each lesson. Drill 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Comparison of animals, limb with limb, modes of locomotion, various actions and habits. How different from man. The five senses; their uses, and benefits derived from them. Special lesson on color and form.

Sentence-making.—The same as first term. Describe events and objects that may have been observed by pupils. Reproduce what has been given in oral instruction lessons.

Morals and Manners.—Truthfulness. Evils of falsehood, deception, etc. Illustrate by events occurring. Read or relate stories to illustrate. Improper language.

WINTER TERM.

Reading.—Follow previous directions.

Spelling and Writing.—Continued as in preceding terms.

Drawing.—Charts Nos. 3 and 4.

Arithmetic.—Exercises in addition, subtraction, multiplication and division of abstract and concrete numbers. Notation and numeration continued, including three periods. Roman numerals to five hundred.

Singing.—Finish Chapter 39, Jepson's Music Reader, Book First. Spend four weeks each in Chapters 36, 37 and 39. Improvise similar exercises. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—Continued.

Oral Instruction.—Food; whence obtained? What is eaten raw? How prepared? What is cooked before being eaten? Different modes of cooking. Food of domestic animals. Our homes; different rooms and their uses; modes of heating and lighting; importance of pure air for health. Habitations of animals compared with those of man. Special lessons on color, form, size and weight.

Sentence-making.—The same as in previous terms, more extended.

Morals and Manners.—Industry. Its usefulness; the reward it brings; the exercise of skill in labor; inventions to make labor easy; to facilitate travel; to increase productions of the earth and mechanic arts. Name and describe some inventions. Compare results of the indolent.

N. B.—Keep all studies thoroughly reviewed.

GRADE III.—THIRD YEAR.

SUMMER TERM.

Reading.—Third Reader.

Spelling.—Patterson's Speller. See Tabulated Scheme. The teacher should add other words in common use, and require the children to combine them in sentences.

Slate Writing.—Teach the forms of letters, by principles, both small letters and capitals, according to the SPENCERIAN MANUAL.

Drawing.—Chart No. 4.

Arithmetic.—French's First Lessons commenced. Require pupils to learn the tables, pp. 100 to 107, as fast as they can be applied in their daily work. Addition, subtraction, multiplication and division, with slate and blackboard work, continued. Walton's Tables are valuable for these exercises. Roman numerals to one thousand. Pupils are *not to have a book.* Teacher must dictate the questions.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book First. Spend six weeks on the subject of Chapter 40, *improvisimg* at each exercise, introducing each third of the scale with eighth notes separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As in preceding terms.

Oral Instruction.—Employment. Those who construct dwellings, make furniture, domestic utensils, clothing, time-pieces, books, instruments, and tools for various kinds of labor. Those who procure materials for workmen in different occupations. Whence obtained. Color, form, size, weight, sound.

Language.—As in preceding terms. Reproduce what has been said in any oral instruction lesson. Familiar topics may be suggested by the teacher.

Morals and Manners.—Honesty, faithfulness; performing all duties well, avoiding deception in language and action. Effects on one's happiness, usefulness and success; if he gets a bad name, is dishonest, a cheat, etc. Learning to do right in all school duties in preparation for the duties of manhood.

FALL TERM.

Reading.—Third Reader continued. Observe directions previously given. Special care to be taken to *express* the *thought* intended by the author. Pauses are to be carefully regarded. Insist on fluency, ability to call words correctly at sight.

Spelling and Slate Writing.—As before.

Drawing.—Charts Nos. 4 and 5.

Arithmetic.—French's First Lessons. Slate and blackboard work, as last term. Dictation of numbers for addition, subtraction, multiplication and division, for mental exercises, must occupy a few minutes daily. Continue slate and blackboard work. Roman numerals to 10,000.

Singing.—Finish Chapter 47, Jepson's Music Reader, Book First. Spend four weeks each, on Chapters 42, 45. *Improvise* at each exercise, introducing the fourths and fifths of the scale with eighth notes, separately. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Subjects of last term, and others similar, continued. Lessons on measures; liquid measures; dry measures; measures of length. Color, form, size, etc., continued.

Lessons preparatory to Geography.—Location and direction of objects in relation to the school; points of compass; direction of streets; direction of public buildings from school.

Language.—As last term.

Morals and Manners.—Respect to superiors and aged persons. Story of the Spartans and Athenians (SHELDON'S OBJECT LESSONS, p. 396). Why we should show proper respect; way in which it can be done. Topics suggested to the teacher by the events of the day.

WINTER TERM.

Reading.—Third Reader. Directions as before.

Spelling.—As before.

Slate Writing.—As before. Teachers must use the blackboard freely in giving instructions on principles.

Drawing.—Chart No. 5.

Arithmetic.—French's First Lessons. Roman numerals reviewed. Dictation for mental exercises are to be given daily. Slate and blackboard work dictated by teacher. Teacher only to use the book.

Singing.—Finish Chapter 51, Jepson's Music Reader, Book First. Spend four weeks each on Chapters 48, 49, 50 and 51. *Improvise* single part exercises daily, preferring them to exercise with syllables applied. Daily drill, 15 minutes. Review definitions at close of term.

Physical Exercise.—As before.

Oral Instruction.—Lessons on color, form, size, etc., having been taught, the subject of *place* may now be taken preparatory to the study of Geography. Relative position of objects and places; distance, direction, points of compass; boundaries of school grounds; blocks of buildings; measurement by miles, degrees.

Language.—As during previous terms.

Morals and Manners.—Self-control. Importance of avoiding bad passions; anger, revenge, ingratitude, selfishness, etc. Events of the day will suggest practical topics.

N. B.—Keep all studies thoroughly reviewed.

GRADE IV.—FOURTH YEAR.

SUMMER TERM.

Reading.—Third Advanced Reader. Cultivate distinct articulation by phonic spelling and careful pronunciation. Teach "quantity" of syllables in relation to *time* and *stress*. Explain the rhetorical pause and how to use it. Emphasis, inflection, pitch, tone and volume of voice, require thorough instruction.

Spelling.—Patterson's Speller. The teacher should write other words in common use on the blackboard and require the class to combine them in sentences. Require *definitions* of some words, at every lesson.

Writing.—As before.

Drawing.—Chart No. 6.

Arithmetic.—French's Elementary Arithmetic. Dictation exercises to be continued by the teacher, for mental as well as slate and blackboard exercises, in addition, subtraction, multiplication and division. Pupils must be able to work all processes rapidly and correctly. Walton's Tables may be used in connection with the book.

Geography.—Harper's Introductory. Draw Map on p. 22.

Singing.—Finish Chapter 6, Jepson's Music Reader, Book Second. Write an occasional exercise, to be sung in both clefs, in C, G and D, preferring them to exercise with syllables applied. Drill 15 minutes each day. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—The fruits of summer. What comes first? Name the order of other fruits. Describe how they grow, cultivated or wild. Describe some characteristics of country life. Different occupations of men. On what materials do they work? What do they make?

Language.—On subjects from oral instructions lesson. Write letters, imaginary travels, voyages, etc.

Morals and Manners.—The folly and impropriety of fretfulness, fault-finding, quarreling.

FALL TERM.

Reading.—Third Advanced Reader. Previous directions to be regarded. Vocal drill and exercises in phonic spelling to be practiced with each reading lesson.

Spelling.—Observe previous directions.

Writing.—Practice paper and Writing Book No. 1, Spencerian shorter course, with lead pencil, to be used. Teachers must explain the analysis of letters by frequent blackboard illustrations; also by writing tablets.

Drawing.—Charts Nos. 6 and 7.

Arithmetic.—French's Elementary Arithmetic. Tables and collateral exercises as before.

Geography.—Harper's Introductory. Draw Map of 1. New England. 2. Middle Atlantic. 3. South Atlantic and South Central. 4. North Central States.

Singing.—Finish Chapter 18, Jepson's Music Reader, Book Second. Write an occasional exercise to be sung in both clefs and all the keys thus far introduced. Drill 15 minutes daily. Practice metre tunes in Appendix as far as possible. Review definitions at close of term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification. Birds of prey; climbers; scratchers; perchers; waders; swimmers. Two or more examples of each to be thoroughly studied. Also color, size, habits, where found, at what season of the year, of what use to man, etc.; miscellaneous topics, common objects, at the discretion of the teacher.

Language.—Describe some object in oral instruction. Topic selected by teacher.

Morals and Manners.—Self-denial. Avoiding self-indulgence in eating and drinking, indolence, coveting, or taking what belongs to another; improper language or remarks about others; expenditure of money beyond your means. In school, in avoiding whispering, play, or violation of any rules.

WINTER TERM.

Reading.—Third Advanced Reader finished and reviewed.

Spelling.—Directions as in previous terms.

Writing.—Writing Book No. 2, Shorter Course, with analysis.

Drawing.—Charts Nos. 8 and 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic; to be used only by the teacher.

Geography.—Harper's Introductory. Draw Map of 1. West Central States and States of the Plains. 2. Western or Highland States. 3. United States.

Singing.—Finish Chapter 29, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—As heretofore.

Oral Instruction.—Birds. Classification same as last term. The following to be studied; vulture, mocking-bird, Baltimore oriole, partridge, plover; as to color, size, habits, where found, at what season of the year, plumage, mode of building nests, size, shape and color of the egg, care for the young, of what use to man.

Language.—Oral and written as heretofore. Incorrect expressions noticed.

Morals and Manners.—Decision. Characteristic of energy, enterprise, etc. The opposite of one who loiters, hesitates, falls into a "brown study," or condition of vacant-mindedness. Evil consequences considered.

N. B.—Keep all studies thoroughly reviewed.

GRADE V.—FIFTH YEAR.

SUMMER TERM.

Reading.—Fourth Reader commenced. Directions as heretofore.

Spelling.—As before.

Writing.—Spencerian Book No. 2, with practice paper.

Drawing.—Chart No. 9.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of North America.

Singing.—Finish Chapter 33, Jepson's Music Reader, Book Second. Spend four weeks each on Chapters 30 and 33, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals; whale, seal, sword-fish. Forest and shade trees; distinguished by foliage: the oak, elm, maple, locust, ailantus, chestnut, hickory, etc. Occasional exercises on common objects.

Language.—Oral and written exercises on the parts of speech, preparatory to the study of English Grammar. Swinton's Language Primer.

Morals and Manners.—Energy, activity, directness of purpose, perseverance and endurance, as contributing to success in life. Apply them to the performance of school duties.

FALL TERM.

Reading.—Fourth Reader. Give careful attention to modulation.

Spelling.—As before.

Writing.—Book 2, with practice paper.

Drawing.—Chart No. 10.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. South America. 2. Europe.

Singing.—Finish Chapter 41, Jepson's Music Reader, Book Second, giving two weeks to each Chapter, carefully observing corresponding directions for preceding term.

Physical Exercise.—As before.

Oral Instruction.—Forest and ornamental trees; list of the most important kinds found in New Haven; how distinguished; points of difference; uses of the trees; uses of the timber; kinds used for fuel; for building; for furniture; those of slow, those of rapid growth.

Language.—Written sentences from oral instruction in Grammar. Sentences containing parts of speech. Selected topics.

Morals and Manners.—Right *choice* of objects; right *way* of securing them; right *time* for doing whatever will secure success. Different ways men take to gain their ends; which right, which wrong.

WINTER TERM.

Reading.—Fourth Reader.

Spelling.—As before.

Writing.—Book No. 3, and practice paper.

Drawing.—Chart No. 11.

Arithmetic.—French's Elementary Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's Introductory. Draw Map of 1. Asia. 2. Africa.

Singing.—Finish Chapter 48, Jepson's Music Reader, Book Second, carefully observing corresponding directions for preceding term.

Physical Exercise.—Continued.

Oral Instruction.—Sea animals and shells of the ocean. To be studied particularly; whale, seal, sword-fish, lobster and coral family. Heat, air, gravity, capillary attraction, earthquakes and volcanoes.

Language.—Swinton's Language Primer.

Morals and Manners.—Cultivation of a *sense of propriety* under all circumstances. What may be regarded as proper or improper, in the family, at table, in company, at school, in the street, in dress, in addressing companions, inferiors, superiors, etc.

GRADE VI.—SIXTH YEAR.

SUMMER TERM.

Reading.—Intermediate Reader. Former directions to be observed through this grade.

Spelling.—Former directions to be observed this grade.

Writing.—Spencerian Writing Book, No. 3, with practice paper and analysis.

Drawing.—Chart No. 12.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School.

Singing.—Finish Chapter 4, Jepson's Music Reader, Book Third, each scholar to write out all the transpositions of the scale, teacher improvising single part exercises on the subject of each lesson; intersperse metre tunes and observe general directions heretofore given.

Physical Exercise.—Continued.

Oral Instruction.—Foreign productions. Spices, pimento, nutmeg, mace, cinnamon, cloves. Forest and shade trees. Common objects selected by teacher. (See Miss Browne's MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons. Description of events, or objects which have been observed. Themes selected by teacher.

Morals and Manners.—Habit, importance of good; consequences of bad; who are slaves under control of habit.

FALL TERM.

Reading.—Intermediate Reader.

Spelling.—As before.

Writing.—Writing Book No. 3½.

Drawing.—Charts Nos. 13 and 14.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of 1. New England. 2. Connecticut. 3. Middle Atlantic. 4. South Atlantic and South Central. 5. Central North Division.

Singing.—Finish Chapter 13, Jepson's Music Reader, Book Third, observing the general directions heretofore given. Teacher must not fail to improvise exercises, introducing each new accidental.

Physical Exercise.—Continued.

Oral Instruction.—Domestic and foreign productions. Oranges, lemons, dates, figs, raisins, bananas. General description of the plant; in what country produced; manner of growth; how gathered; and for what used; any other facts of interest. Common objects selected by principal or teacher. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons. Some object from oral instruction lesson described.

Morals and Manners.—Faithfulness in the performance of all duties. Conscience to be cherished and heeded.

WINTER TERM.

Reading.—Intermediate Reader.

Spelling.—As before.

Writing.—Writing Book Nos. 3½ and 4, with practice paper and analysis.

Drawing.—Charts Nos. 14 and 15.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

Geography.—Harper's School. Draw Map of 1. West Central and States of the Plains, North Division. 2. West Central and States of the Plains, South Division. 3. Highland States. 4. United States.

Physical Exercise.—Continued.

Singing.—Finish Chapter 23 of Jepson's Music Reader, Book Third, observing the general directions heretofore given.

Oral Instruction.—Domestic and Foreign productions. Tea, coffee, sugar, rice, cotton. In what countries produced; from what obtained; general description of the plant and other facts of interest. (See MANUAL OF COMMERCE.)

Language.—Swinton's Language Lessons or Grammar. Papers written on subjects selected by the teacher.

Morals and Manners.—Review the duties and obligations of individuals in those with whom they associate in private and public life.

N. B.—Keep all studies thoroughly reviewed.

GRADE VII.—SEVENTH YEAR.

SUMMER TERM.

Reading.—Fifth Reader. Vocal drill and all previous directions, are to be regarded by this grade.

Spelling.—Attention to be given to definitions in connection with each lesson, or one lesson each week to be devoted entirely to definitions and synonyms.

Writing.—Spencerian Writing Book No. 4, with practice paper. Analysis and blackboard illustrations.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's New Language Lessons.

Geography.—Harper's School. Draw Map of 1. Dominion of Canada, East and West. 2. Mexico and West India Islands. 3. South America.

Singing.—Jepson's Music Reader. Same as for first term, grade six.

Physical Exercise.—Continued.

Oral Instruction.—Forest and shade trees. Growth of the plant from the sprouting of the seed to the ripening of the same. Distinguish trees by foliage. Sound, light, water, meteorology, hygiene. Miscellaneous topics.

Language.—Topics from oral exercises, morals, etc., or selected by teacher. Abstracts of any school exercises.

Morals and Manners.—Traits of character that will contribute to usefulness, happiness and success in life. Topics suggested by daily events in and out of school. Also any of the topics named for the lower grades.

FALL TERM.

Reading.—Fifth Reader.

Spelling.—As before.

Writing.—Writing Book 4½.

Drawing.—Chart No. 16.

Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.

English Grammar.—Swinton's Language Lessons, as last term.

Geography.—Harper's School. Draw Map of 1. Europe. 2. British Islands. 3. Western and Central Europe. 4. German Empire. 5. Asia.

Singing.—Jepson's Music Reader. Same as for second term, grade six.

Oral Instruction.—Historical sketches of renowned cities and representative men. Electricity, magnetism and magnetic telegraph.

Language.—Subjects as last term.

Morals and Manners.—Duties of the employer and employed.

WINTER TERM.

Reading.—Sixth Reader.
Spelling.—As before.
Writing.—Writing Book, No. 4½.
Drawing.—Chart No. 17.
Arithmetic.—French's Common School Arithmetic. Eaton's Intellectual Arithmetic.
English Grammar.—Swinton's Language Lessons.
Geography.—Harper's School. Draw Map of 1. Greek Archipelago. 2. Africa.
History U. S.—Anderson's Grammar School.
Singing.—Jepson's Music Reader. Same as for the third term, grade six.
Oral Instruction.—Minerals; government; historical and biographical sketches, etc.; prominent events occurring in any country, describe.
Language.—As during first term.
Morals and Manners.—Patriotism, enterprise and public spirit for public good. Elements of national character necessary to secure prosperity to a country.

GRADE VIII.—EIGHTH YEAR.

SUMMER, FALL AND WINTER TERMS.

Reading.—Sixth Reader. See directions for Grade VII, first term.
Spelling.—Patterson's Speller and Analyzer.
Writing.—Books Nos. 5 and 7, with practice in rapid writing.
Drawing.—Charts 18, 19 and 20.
Arithmetic.—1st term, French's Common School Arithmetic. Eaton's Intellectual Arithmetic. 2d term, completes French's Common School Arithmetic, and 3d term review it.
English Grammar.—Swinton's.
History U. S.—Anderson's Grammar School.
Singing.—Jepson's Music Reader, same as for corresponding terms of two preceding grades.

Language,
Oral Instruction,
Morals and Manners, } As during first term, Grade VII, or any topic previously given.

N. B.—Teachers must be careful to keep themselves familiar with those parts of the foregoing "course of study" which pertain to their own classes, and to follow faithfully the directions given.

JANITORS.

High School,	William H. Clark,	$575	280 York Street.
Eaton School,	Nehemiah Bristol,	575	25 Clark.
Webster School,	David O'Donnell,	500	42 Vernon.
Dwight School,	George W. Judd,	500	66 Martin.
Wooster School,	David Sturgis,	500	29 Greene.
Skinner School,	Henry S. Loper,	500	68 Bradley.
Washington School,	James O'Brien,	500	18 Salem.
Woolsey School,	John Weld,	500	138 Saltonstall Av.
Hamilton School,	Michael Hughson,	500	177 Franklin.
Cedar Street School,	Henry W. Blakeslee,	450	77 Washington.
Whiting Street School,			
Dixwell School,	John W. Munson,	400	100 Webster.
Grand Street School,	Owen A. Monson,	400	42 Pierpont.
Fair Street School,	Isaac Martyn,	300	10 Brewery.
Division Street School,	James Henry,	300	Shelton Avenue.
Edwards Street School,	Michael Cannavan,	200	Anderson.
West Street School,	John Kallaher,	200	5 Hedge.
Greenwich Av. School,	Michael Reardon,	200	Clark Avenue.
Oak Street School,	James Keegan,	200	31 Auburn.
Davenport Av. School,	E. S. Willis,	200	27 Asylum.
Humphrey Street School,	Michael Hughson,	200	177 Franklin.
Hallock Street School,	Michael McCarton,	200	101 Lafayette.
Lloyd Street School,	John Weld,	200	138 Saltonstall Av
Small Schools, Evening Schools, Office, estim.,		550	

21 1900

Eaton School.

NEW HAVEN

PUBLIC SCHOOLS

REPORT OF THE BOARD OF EDUCATION

1882

ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE

New Haven City School District,

For the Year ending August 31, 1882.

NEW HAVEN:
TUTTLE, MOREHOUSE & TAYLOR, PRINTERS.
1882

THE NEW YORK
PUBLIC LIBRARY
191579
ASTOR, LENOX AND
TILDEN FOUNDATIONS.
1900.

NEW HAVEN CITY SCHOOL DISTRICT.

SCHOOL CALENDAR FOR 1882-83.

1882.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Sept.							1	2
	1	3	4	5	6	7	8.	9
	2	10	11	12	13	14	15.	16
	3	17	18	19	20	21	22.	23
	4	24	25	26	27	28	29.	30
Oct.	5	1	2	3	4	5	6.	7
	6	8	9	10	11	12	13.	14
	7	15	16	17	18	19	20.	21
	8	22	23	24	25	26	27.	28
		29	30	31				
Nov.	9				1	2	3.	4
	10	5	6	7	8	9	10.	11
	11	12	13	14	15	16	17.	18
	12	19	20	21	22	23	24.	25
		26	27	28	29	30		
Dec.							1	2
	13	3	4	5.	6	7	8	9
	14	10	11	12.	13	14	15	16
	15	17	18	19.	20	21	22	23
		24	25	26	27	28	29	30
1883.		31						
Jan.	16		1	2	3.	4	5	6
	17	7	8	9	10.	11	12	13
	18	14	15	16	17.	18	19	20
	19	21	22	23	24.	25	26	27
	20	28	29	30	31.			
Feb.	21					1	2	3
	22	4	5	6	7.	8	9	10
	23	11	12	13	14.	15	16	17
	24	18	19	20	21.	22	23	24
		25	26	27	28.			

1883.	WEEKS.	SUNDAY.	MONDAY.	TUESDAY.	WEDNES.	THURSDAY	FRIDAY.	SATURDAY
Mar.						1	2	3
	25	4	5	6	7.	8	9	10
	26	11	12	13	14.	15	16	17
	27	18	19	20	21.	22	23	24
	28	25	26	27	28.	29	30	31
April.	29	1	2	3	4	5.	6	7
	30	8	9	10	11	12.	13	14
	31	15	16	17	18	19.	20	21
	32	22	23	24	25	26.	27	28
		29	30					
May.				1	2	3	4	5
	33	6	7	8	9	10.	11	12
	34	13	14	15	16	17.	18	19
	35	20	21	22	23	24.	25	26
		27	28	29	30	31		
June.	36						1.	2
	37	3	4	5	6	7	8.	9
	38	10	11	12	13	14	15.	16
	39	17	18	19	20	21	22.	23
	40	24	25	26	27	28	29.	30
July.		1	2	3	4	5	6	7
		8	9	10	11	12	13	14
		15	16	17	18	19	20	21
		22	23	24	25	26	27	28
		29	30	31				
Aug.					1	2	3	4
		5	6	7	8	9	10	11
		12	13	14	15	16	17	18
		19	20	21	22	23	24	25
		26	27	28	29	30	31	

Fall Term begins Monday, Sept. 4; ends Dec. 22.—15 weeks and 3 days.
Winter Term begins Tuesday, Jan. 2; ends April 27.—16 weeks and 3 days.
Summer Term begins Monday, May 7; ends June 29.—7 weeks and 4 days.

Number of School weeks in the year,—40.
Number of school days in the year,—200.

NOTE.—School Days and Weeks are printed in prominent figures.
Annual State Fast (Good Friday), March 30.

SCHOOL OFFICERS.

BOARD OF EDUCATION:

HARMANUS M. WELCH, PRESIDENT.

	Term expires.
NATHAN T. BUSHNELL,	1882
PATRICK MAHER,	1882
JOSEPH GILE,	1882
HARMANUS M. WELCH,	1883
MAIER ZUNDER,	1883
HENRY F. PECK,	1883
FRANCIS E. HARRISON,	1884
JOSEPH D. PLUNKETT,	1884
ARTHUR W. PARMELEE,	1884

COMMITTEE OF FINANCE:

JOSEPH D. PLUNKETT, HARMANUS M. WELCH,
ARTHUR W. PARMELEE.

COMMITTEE ON SCHOOLS:

MAIER ZUNDER, PATRICK MAHER,
FRANCIS E. HARRISON.

COMMITTEE ON SCHOOL BUILDINGS:

NATHAN T. BUSHNELL, HENRY F. PECK,
JOSEPH GILE.

SUPERINTENDENT:
SAMUEL T. DUTTON.

SECRETARY:
HORACE DAY.

TREASURER:
HARMANUS M. WELCH.

COLLECTOR:
THEODORE A. TUTTLE.

AUDITORS:

RICHARD F. LYON, FRANCIS G. ANTHONY.

REPORT

OF THE

BOARD OF EDUCATION.

No part of the municipal condition of New Haven has of late years been regarded with more general solicitude than the condition of our public schools. To a large extent they represent the future of our city in its intelligence, its capacity for self government and its moral tone.

The general policy of successive Boards of Education has so long been settled and is so familiar to most of our citizens that little other information is ordinarily needed beyond the details given in the Reports of the Superintendent, the Treasurer and the Secretary.

The recent growth of our city, however, by natural increase and by the enlargement of our territory, has been such as to oblige the Board to call the attention of the District to the immediate and urgent necessity for additional school accommodations. The increase in the number of children of school age was found in January last to have been, during the previous year, eight hundred and twenty-six. Of this number, three hundred and forty-two came from the portion of East Haven recently united to the City School District.

The increase of school children in the Dwight District has been so large that a primary building to seat two hundred children has become a matter of immediate necessity. Many small children in the Dwight building have been taught for only a half day instead of the entire day, and an extra room has been directed to be opened in a suitable place to accommodate other children not provided with seats. In view of this state of things the School District will be asked to make an appropriation for the purchase of a lot and for the erection of a building in that vicinity.

The Board has had under consideration a change in the Fair Street and Whiting Street Schools. The Fair Street School has in part been occupied for a training school, and in part for a school for ungraded scholars, and the Whiting Street School has been wholly occupied for ungraded school children.

The pressure for more seatings both in the Washington and Webster Districts has become so great that the Board, after much investigation, are of the opinion that a new school building of eight rooms should be erected in such a position as to relieve these schools. To such building, when erected, they are of opinion that the Fair Street Training School should be transferred, and the Fair Street school house devoted for the future to the use of an ungraded school. This arrangement would close the Whiting Street School, and the property should be sold.

It is estimated that the expense for suitable lots and for the two buildings, to be built in a plain and substantial manner, would cost in round numbers, not far from forty thousand dollars.

Since the last report of the Board, that portion of East Haven, and annexed to New Haven, known as the West District, has by act of the Legislature come under the care of the Board, so that all the territory of the town of New Haven is under the care of this district, except South End in the annex, and Westville.

Very thorough repairs have been made on many of the school buildings and their furniture. This expense has been rather more than usual this year, and may not be much less in the future.

In the matter of teachers' salaries and the necessity of employing an additional number of teachers, this item of general expense has been somewhat increased.

No stronger evidence can be given of the prosperity of the city and town than the yearly increase of school children. The land owner in due time will feel that his vacant lots are wanted; the manufacturer, that a thriving population is settling about him, with ready hands to run his machinery; and the merchant, that there is a steady and growing demand for his wares and merchandise.

In view of increased expenses for maintaining the public schools and the necessity for more school accommodation, the Board recommend that a school tax of three mills on the dollar be laid on the list of 1882.

The permanent debt of the district still remains $20,000. Although authorized to borrow an additional amount of twenty-five thousand dollars for the erection of the Lloyd and Ferry St. school houses, the Board has not availed itself of this permission, but has paid for these buildings out of the tax laid heretofore for current expenses.

The Board cannot close this report without referring to the resignation of Mr. Parish, the late Superintendent, and to the appointment of Mr. S. T. Dutton, late Principal of Eaton School, as his successor. The action of the Board in accepting the resignation of Mr. Parish will be found in the Superintendent's report. The Board entertain the confident hope that the great interests of education in the district will be thoroughly sustained by the new appointment.

The terms of office of Nathan T. Bushnell, Patrick Maher, and Joseph Gile, expire the present year.

In behalf of the Board,

H. M. WELCH, *President.*

NEW HAVEN, August 31, 1882.

REPORT

OF THE

FINANCE COMMITTEE.

The Finance Committee of the Board of Education respectfully submits the following Report, including the accounts of the Treasurer and Secretary:

TREASURER'S ACCOUNT.

RESOURCES.

1881.			
Sept.		Balance from old account,	$26,066.02
Oct.	4,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	1,613.04
"	26,	Town of New Haven for School Tax,	46,660.11
"	27,	State of Connecticut for School Library,	580.00
Nov.	4,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	1,818.33
"	8,	Horace Day, for account of Tuition,	463.48
Dec.	3,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	842.27
1882.			
Jan.	4,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	976.16
"	7,	Horace Day, for Tuition,	220.56
Feb.	2,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	639.98
"	3,	Loan from First National Bank,	20,000.00
"	23,	H. W. Loomis, Treasurer Fair Haven School District,	29.14
Mar.	1,	State of Connecticut School Fund,	9,224.40
"	1,	State of Connecticut, Civil List Appropriation,	23,061.00
"	2,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	870.29
"	13,	Horace Day, for Tuition,	413.20
"	18,	Estate of Walter Osborn, Settlement of Taxes,	1,500.00

Apr.	3,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	$636.25
"	4,	Income Town Deposit Fund,	1,385.14
"	26,	Loan from New Haven Savings Bank,	20,000.00
May	2,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	706.75
"	22,	Horace Day, for Tuition,	355.70
June	2,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1880,	624.14
"	3,	Loan from First National Bank,	10,000.00
"	29,	Loan from First National Bank,	15,000.00
July	13,	Theodore A. Tuttle, Collector of Taxes, 1874 to 1881,	4,187.18
"	19,	Theodore A. Tuttle, " " 1881,	10,000.00
Aug.	1,	Theodore A. Tuttle, " " 1881,	40,000.00
"	4,	Theodore A. Tuttle, " " 1881,	20,000.00
"	14,	Theodore A. Tuttle, " " 1881,	20,000.00
Sept.	1,	Horace Day, for Tuition, &c.,	412.08
"	6,	Theodore A. Tuttle, Collector of Taxes,	720.45
			$279,005.67

EXPENDITURES.

Total amount of orders paid,		$270,393.94
Balance to new account,		8,611.73
		$279,005.67
Orders not paid,	$481.61	

Respectfully submitted,

H. M. WELCH, *Treasurer.*

NEW HAVEN, Sept. 6, 1882.

The undersigned having examined the accounts and vouchers of H. M. Welch, Treasurer of the New Haven City School District for the year ending Sept. 1, 1882, find the same correct, and that a balance of Eight thousand six-hundred and eleven, $\frac{73}{100}$ ($8,611.73) dollars was due to said District by said Treasurer on said day.

RICHARD F. LYON,
FRANCIS G. ANTHONY, } *Auditors.*

NEW HAVEN, CONN., Sept. 7, 1882.

SECRETARY'S ACCOUNT.

The expenditures for the year ending August 31, 1882, have been as follows, viz:

Salaries of Teachers,	$144,768.68	
" Janitors,	9,074.70	
" Superintendent,	2,700.00	
" Secretary,	2,475.00	
		$159,018.38
Fuel,		5,759.33
Rent—Hamilton School,	1,000.00	
German-English School,	275.00	
Goffe Street School,	100.00	
		1,375.00
Collector, School Tax,		644.84
" Office Expenses, *pro rata*,		111.04
Printing—Annual Report, and Rules of the Board,	462.80	
High School Reports and other printing,	59.25	
Papers for High School Examinations,	80.99	
Papers for High School Graduation,	14.00	
Registers and Record Books,	72.75	
Report Blanks to Superintendent,	31.00	
Advertising,	75.60	
Circulars and Schedules,	28.25	
Record of Books loaned,	48.12	
Merit Cards,	7.50	
Absence Cards,	27.50	

Printing—Supply Orders and Pay Rolls,	$12.43	
School Diaries,	32.27	
Grammar School Examination Papers,	82.00	
Drawing Cards,	7.50	
Check Book,	11.50	
		$1,053.46
Books, Philosophical and Chemical Apparatus, etc., High and Grammar Schools,	1,838.03	
School Books,	654.91	
Maps and charts,	48.00	
		2,540.94
Stationery—Writing Paper,	646.87	
Drawing Paper,	150.00	
Lead Pencils for drawing and writing,	174.76	
Slate " " "	56.00	
Pens,	242.42	
Pen Holders and Pen Racks,	24.30	
Ink,	133.00	
Ink Stands, Ink Wells and Covers,	25.13	
Chalk Crayons,	47.35	
Envelopes,	15.80	
Blank Book, Grand List,	12.00	
Letter Files and Binders,	4.00	
Blank Books,	29.13	
Music Paper,	8.55	
Census Books,	17.50	
Slates,	12.35	
Copying Pads,	2.83	
		$1,601.99
Supplies for Janitors—Brooms,	32.72	
Floor Brushes,	115.38	
Feather and Counter Dusters,	67.70	
Mats and Matting,	30.00	
Shovels, Hods and Dust Pans,	23.98	
Baskets, Pails and Cups,	27.23	
Step Ladders,	5.60	
Wheel Barrow,	2.50	
Hose, Hose Reels and watering,	46.45	
Thermometers,	2.60	

Supplies for Janitors—Blackboard Rubbers,	$45.75	
Copperas,	14.64	
Bells,	8.70	
Pencil Sharpeners,	28.56	
		$451.81

Miscellaneous—Annual School Meeting,	$464.42	
Enumerating Children,	392.91	
Assessors' Bill for making Grand List,	550.00	
Cleaning School houses,	615.70	
Furniture and Repairs,	1,638.03	
Musical Instruments and Repairs,	23.00	
Clocks and Repairs,	80.33	
Gas and Oil for Ev'g Sch., Office, High Sch.,	286.30	
Travel and Carriage Hire,	183.95	
Freight, Express, Carting and Errands,	45.19	
Postage,	27.96	
Auditors,	10.00	
Curtains,	104.88	
High School Diplomas,	65.15	
High School Graduation Exercises,	12.00	
Rent of Telephones,	119.03	
Work in office,	54.00	
Grass Seed, Manure, &c.,	4.80	
		$4.677.65

Repairs—Furnaces, Stoves and repairs in all schools,	1,052.22
Blackboards " " "	622.04
High School,	169.91
Webster "	539.78
Eaton "	325.74
Wooster "	226.35
Dwight "	118.11
Skinner "	319.30
Washington School,	224.93
Cedar St. "	126.48
Dixwell "	159.95
Grand St. "	89.46
Fair St. "	99.80
Woolsey "	168.00
Division St. "	205.95

Repairs—Carlisle St. School,	$40.33	
Oak St. "	68.28	
Hamilton "	25.69	
Davenport Av. "	66.86	
Edwards St. "	68.41	
West St. "	68.53	
Lloyd St. "	15.72	
Humphrey St. "	27.47	
Greenwich Av. "	35.62	
German-Eng. "	.50	
Hallock St. "	71.39	
Whiting St. "	11.45	
Ferry St. "	10.95	
Goffe St. "	22.80	
Quinnipiac "	165.75	
Central "	205.52	
Woodward "	18.10	
		$5,371.39
Ordinary Expenses,		$182,605.83

EXTRAORDINARY EXPENSES.

Ferry Street School House—		
Final payment on Joiner's Contract,	$1,816.51	
" " Mason's "	507.38	
" " to Architect,	33.71	
Plumbing,	8.75	
Curbing,	65.07	
Iron Fence and Painting,	526.17	
Concrete Walks,	211.31	
Furnaces,	1,285.00	
		$4,453.90
High School Hall,		$2,333.41
Frescoing High School Hall,		137.36
Architect Superintending,		139.63
Furnace for High School,		240.33
Gas Fixtures for Evening Schools,—Washington and Woolsey,		180.51
Auditors on Accounts of Wm. Hillhouse, Collector *(pro rata)*,		403.33
Balance due Wm. Hillhouse, Collector (overpaid),		818.80
Legislative Expenses,		69.10
Framed Testimonial to Superintendent Parish,		22.00

Interest on Permanent Loans,	$1,000.00
Interest on Temporary Loans,	902.08
Temporary Loans paid,	65,000.00
Overpaid by Collector on List of 1881, and returned,	11,287.12
Extraordinary Expenses,	$86,987.57
Total Expenses,	$269,593.40
Ordinary Expenses for the year ending September 1, 1882,	$182,605.83
" " " " " 1, 1881,	175,678.36
Increase,	$6,927.47
Extraordinary Expenses for the year ending September 1, 1882,	$86,987.57
" " " " " 1, 1881,	67,965.60
Increase,	$19,021.97

NEW HAVEN, Sept. 9, 1882.

The undersigned have examined the bills, accounts, and vouchers of Horace Day, Secretary of the Board of Education of the New Haven City School District, for the year ending September 1, 1882, and find the same correct.

RICHARD F. LYON,
FRANCIS G. ANTHONY, } *Auditors.*

The ordinary expenses of the School District, for the year commencing September 1, 1882, are estimated by the Committee as follows, viz:

Salaries of Teachers,	$155,000.00
" Officers,	5,175.00
" Janitors,	10,000.00
Books, Stationery and Printing,	6,000.00
Brushes, Brooms, Rubbers, Dusters, Mats, etc.,	500.00
Rent of School houses,	1,675.00
Annual School District Election,	500.00
School Census and making Grand List,	1,000.00
Cleaning School houses,	600.00
Fuel,	6,000.00

Repairs,	$6,000.00
Contingencies,	1,000.00
Interest on Temporary Loans,	1,500.00
" " Permanent Loan,	1,000.00
	$195,950.00

The following real estate owned by the District is estimated as nearly as possible at its original cost.

Webster School Lot and Building,	$ 23,000.00
Eaton School Lot and Building,	46,300.00
High School Lot, Building and Furniture,	125,000.00
Dwight School Lot and Building,	27,000.00
Dixwell School Lot and Buildings,	8,500.00
Cedar Street School Lot and Building,	7,000.00
Whiting Street School Lot and Building,	2,000.00
Wooster School Lot and Building,	25,000.00
Fair Street School Lot and Building,	12,400.00
Skinner School Lot and Building,	46,000.00
Washington School Lot, Building and Furniture,	49,000.00
Edwards Street School Lot, Building and Furniture,	16,000.00
Oak Street School Lot, Building and Furniture,	15,200.00
Carlisle Street School Lot, Building and Furniture,	7,000.00
Grand Street School Lot, Building and Furniture,	22,000.00
Division Street School Lot, Building and Furniture,	24,000.00
Woolsey School Lot, Building and Furniture,	45,000.00
West Street School Lot, Building and Furniture,	18,200.00
Greenwich Avenue School Lot, Building and Furniture,	10,350.00
Davenport Avenue School Lot, Building and Furniture,	15,200.00
Humphrey Street School Lot, Building and Furniture,	14,350.00
Hallock Street School Lot, Building and Furniture,	14,800.00
Lloyd Street School Lot, Building and Furniture,	11,300.00
Ferry Street School Lot, Building and Furniture,	22,500.00
	$607,100.00

The indebtedness of the District is now $20,000.

Respectfully submitted,

JOSEPH D. PLUNKETT, *Chairman.*

NEW HAVEN, Aug. 31, 1882.

REPORT

OF THE

SUPERINTENDENT OF SCHOOLS

To the Board of Education of the New Haven City School District:

GENTLEMEN:—I have the honor to submit for your consideration my first annual report concerning the condition and needs of the schools under your charge, for the year ending August 31st, 1882.

With only six months of actual experience in the responsible position to which I was suddenly called at the close of the fall term, I am conscious of being imperfectly prepared to report fairly upon all phases of our school system. For this reason, while presenting such facts as have fallen in my way, and making some suggestions in the line of future progress, I shall reserve judgment on some questions which, though often discussed, may, in their local bearings, be regarded as never having been fully settled.

The following statistics, drawn largely from the tables which accompany this report, furnish the more important data concerning the enumeration and attendance of school children.

SUMMARY OF STATISTICS FOR 1881–2.

The population of the New Haven City School District, which comprises the entire city, according to the U. S. census of 1880, was	61,388
Westville, a part of the *town*, but not of the city,	1,494
Total population of the city and town,	62,882

PROPERTY VALUATION FOR 1881.

Assessed valuation of real and personal property of the town and city,		$46,791,348
Deduct the assessed value of Westville, and East District,		2,601,620
Total assessed valuation of the city,		$44,189,728
The rate of District taxation for all school purposes, was .002 or 2 mills on a dollar,		.002
The Town appropriation for all school purposes was 1 mill on the dollar,		.001
Amount of city and town tax, 15 mills,		.015
Total taxation for all purposes, 17 mills on a dollar,		.017

RATIO OF CHILDREN TO POPULATION.

The number of persons between the ages of 4 and 16 years, enumerated in January, 1882, was		15,374
Increase since 1880,	826	
The ratio of the number of children between 4 and 16 years to the whole population of the city, was in 1880 as	1:4.416	
Supposing the ratio to be the same now, the present population of the city may be estimated thus: The No. of children enumerated in the School District, multiplied by the ratio, will give the population of the *city* District for the year 1882, i. e. 15,374 × 4.416=69,666. Add for Westville, Four Corners and South End, 2,223, and the *estimated* population of the whole *town* is		71,989

SCHOOL BUILDINGS.

Number of school houses occupied and owned by the District,		27
Number of school houses occupied and rented by the District,		5
Number of Orphan Asylums where schools are held,		2
Number of school houses occupied by the District,		34
Number of school rooms occupied,		203
Increase,	11	
Number of seats,		10,182
Increase,	521	

TEACHERS.

Number of male teachers now employed in the day schools, including teachers in music and drawing, one each,		17
Number of female teachers,		235
Number of teachers employed in the day schools, including drawing and music teachers,		252
Increase,	17	
Number of male teachers employed in the evening schools for young men,		10
Total number of teachers employed in the day and evening schools,		262

NUMBER OF PUPILS.

Whole number registered during the year,		13,273
Average number registered (belonging) during the year,		9,392
Increase,	513	
Average number in daily attendance,		8,913
Increase,	556	

ATTENDANCE.

Per cent. attendance of all the day schools,		.949
Increase,		.007
Ratio of the average number registered (belonging) to the number enumerated (between 4 and 16 years),		.610
Increase,	.008	
Whole number of absences during the year,		190,907
Decrease,	18,665	
Whole number of tardinesses during the year,		9,574
Decrease,	477	
Number of truants,		488
Increase,	81	
Number of cases of truancy,		792
Increase,	109	
Number of scholars transferred to ungraded schools,		138
Decrease,	6	
Number of half days all present,		12,728
Increase,	1,100	
Average age of all pupils,		10 yrs. 5 mo.
Decrease,		2 months.

ENUMERATION OF PERSONS BETWEEN THE AGES OF 4 AND 16 YEARS, IN THE MONTH OF JANUARY, 1882.

SUB-DISTRICTS.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	Total 1882	Total 1881	Decrease	Increase
Webster,	207	219	231	236	192	231	215	202	215	155	185	195	2,488	2,486	..	
Eaton,	70	97	96	106	86	114	80	105	92	92	94	98	1,125	1,177	52	...
Wooster,	187	171	185	185	190	161	170	159	165	135	162	162	2,032	2,039	7	...
Dwight,	159	187	208	246	228	221	234	195	182	179	172	241	2,452	2,361	..	91
Skinner,	176	171	176	173	191	192	148	157	156	113	148	142	1,987	1,782	..	155
Washington,	216	253	261	292	275	265	248	219	207	238	219	207	2,900	2,770	..	130
Woolsey,	172	196	213	159	206	204	160	194	167	134	140	153	2,098	1,933	..	165
Annex,	22	39	24	38	27	28	27	18	36	31	20	32	342	.....	..	342
Total for 1882,	1,209	1,333	1,396	1,436	1,395	1,416	1,282	1,249	1,220	1,077	1,135	1,226	15,374	14,548	..	826
Total for 1881,	1,085	1,333	1,359	1,371	1,367	2,279	1,269	1,128	1,144	1,056	1,126	1,061	14,548	.....	..	651
Total for 1880,	1,167	1,296	1,323	1,361	1,221	1,227	1,172	1,081	1,084	1,066	974	935	13,897	.....	..	427
Total for 1879,	1,177	1,191	1,335	1,212	1,228	1,136	1,121	1,148	1,125	948	989	915	13,470	.....	..	251
Total for 1878,	1,153	1,360	1,217	1,228	1,192	1,128	1,142	1,077	1,018	867	884	950	13,219	.....	..	255

It may be seen from the above statement that the population of the New Haven City School District is very nearly 70,000; the number of children of school age enumerated in January, 1882, was 15,374; the average number belonging to the several schools of the District was 9,332, being an increase over last year of 513; the number in actual daily attendance was 8,913, a gain of 557; and the rate per cent. of attendance in all day schools was .949, or .007 better than the preceding year.

RECORD OF THE YEAR.

The most important among the events of the past year is the change in the Superintendency of Schools caused by the resignation of Mr. ARIEL PARISH, who had filled this office with great acceptance for more than sixteen years. During this period the number of pupils in the schools has much more than doubled, and the ratio of the number in actual attendance to the number enumerated has increased by about thirty per cent. Such evident growth in popularity must have been due in part to that conscientious and thorough management which, for so many years, has been raising the standard of instruction, and awakening the confidence and support of our best citizens. At the beginning of Mr. Parish's administration, the so-called graded system was in its infancy, and the ancient idea that free schools were especially designed for the poor had been only partially eradicated from the public mind. The times were undoubtedly ripe for the diffusion of more democratic and wholesome sentiments and some progress in this direction had already been made; but the work still to be accomplished was so vast, that the choice of a Superintendent became a matter of vital importance, and as the result has proved, this choice was made with unquestioned wisdom. The extended experience, ripe judgment, and generous disposition of Mr. Parish, have all been potent factors in bringing the Public Schools of New Haven to their present prosperous and satisfactory condition.

The urgent desire of Mr. Parish to be relieved from the duties of the office, was acceded to by the Board in December last, with many expressions of appreciation and regret. In accepting his letter of resignation, suitable resolutions were passed by the Board, and afterwards presented to him, having been handsomely engrossed and framed.

The letter of resignation and the resolutions were as follows:

NEW HAVEN, Oct. 25, 1881.

To the Board of Education of the New Haven City School District:

GENTLEMEN:—Desiring rest from long continued labor and responsibility in your service, I respectfully tender my resignation of the office of Superintendent of Schools, to take effect Dec. 31, 1881.

In closing my active life work in the education of youth—of which one-third has been spent in connection with the schools of New Haven—I desire to express my deep sense of obligation to the Board for their efficient and cordial coöperation with me, in the performance of my official duties, often trying and difficult, during the past sixteen years.

I shall long retain a grateful remembrance of the courtesy and sympathy shown me by the Board, in our personal relations, during these years of my service.

My interest in the prosperity of the schools of New Haven will not cease when my official relations to them shall end; but their continued improvement will ever be to me a source of great satisfaction.

Very Respectfully Yours,

ARIEL PARISH.

To Hon. H. M. WELCH, Prest. Board of Education.

RESOLUTIONS.

The Board of Education, in accepting the resignation of ARIEL PARISH of the office of Superintendent of Schools in the New Haven School District, adopts the following resolutions and directs them to be entered upon its minutes:

Resolved, That the Board, appreciating the loss of a valued officer, gratefully bear witness to the fidelity, the discretion, the industry, and the ability with which for sixteen years he has performed the onerous duties of his position.

Resolved, That his devotion to the cause of education for more than half a century, is an example of prolonged public service as rare as it has been creditable; and that the Board tender to him its best wishes that his remaining years may be as peaceful and happy as his past years have been useful.

Resolved, That a copy of these resolutions, signed by the President and Secretary, be communicated to Mr. Parish.

The following was also unanimously adopted by the Board:

Resolved, That the letter of resignation of Mr. Parish be entered upon the records of the Board, and also, that said letter with the resolutions just passed, accepting the same, be published as a part of the Annual Report of the Board for the current year.

On the evening of December 21st, a complimentary reception was tendered Mr. Parish by the teachers and principals of the schools, in the parlors of the Church of the Redeemer. The occasion was in all respects a gratifying expression of the esteem felt for one who had labored long and faithfully, and the presence of many prominent citizens spoke well for the kind of support our schools have received in the past, and are likely to receive in future.

An interesting feature of the evening was the presentation to Mr. Parish, by Mr. Curtis of the High School, in behalf of the whole body of teachers, of a beautiful gold watch and chain. This gift was accepted in words of singular impressiveness, in which the retiring Superintendent alluded to the intense interest he should ever take in the New Haven Schools, and expressed his confidence in their future welfare.

Other addresses were made by citizens present, commending the policy of the Board and urging a continuance of the same.

The administration of Mr. Parish has been preëminently a period of organization, the success of which could only be insured by a thorough system, rigidly enforced in all its details. Whatever changes in that system may be proposed during the present administration, they will be such as are suggested by the natural law of development, and the current educational sentiment of the times; and such an adaptation of forces as will accord with the progressiveness of the present, should be regarded by no one as any reflection on those methods which have been successful in meeting the exigencies of the past.

Several changes in the corps of teachers are to be noted as having occurred during the year.

The vacancy in the principalship of the Eaton School was filled in December by the appointment of Mr. Edward B. Clapp, who had been for some years the successful principal of the Public School in Westville. Mr. Clapp is a graduate of Illinois College, and after-

ward pursued post-graduate studies at Yale, with the expectation of receiving an appointment as Professor of Greek in the college of his choice. This appointment having finally been tendered him during the past vacation, his request for a release from his engagement was reluctantly granted by the Board, it being evident that had he continued at Eaton he would have achieved eminent success. As his successor the Board has appointed Mr. Albert B. Fifield, a graduate of Yale College, and for the past two years Vice Principal of the High School in New Brunswick, N. J. Mr. Fifield comes to his new field of labor highly recommended both for his scholarship and executive ability.

Mrs. Maggie W. Mason, for several years teacher in room No. 12, Webster, and Miss Emma C. Brownell, holding the same position at the Dwight, withdrew from service at the close of the Fall term, much to the regret of all who knew how valuable their services had been. Their places were filled by promoting teachers from lower positions.

The Hamilton School meets with a decided loss in the resignation of Agnes Welch, who for several years has been its respected Principal. Her place will doubtless be well filled by Celestine Wall, who has taught successfully hitherto in No. 10. Miss Jennie Field of Woolsey and Miss Flora Fisher of Eaton, both superior teachers, have resigned during the year.

The vacancy in the Skinner School, caused by the death of Miss Ella Maguire, was filled by the transfer of Miss Sheridan from the Edwards Street School, whose position in turn was filled by promotion. A vacancy in No. 10, Skinner, was filled in January by the appointment of Miss E. P. Barrett, a graduate of the Bridgewater Normal School, with several years successful experience. Later in the same term, another vacancy in No. 7, Grand Street School, was given to Miss Helen J. Barrett, a graduate of the Salem Normal School. Both of these teachers have given evidence of possessing superior power, and it is to be regretted that the former has felt compelled to tender her resignation just at the close of

the vacation, on account of ill health. The place thus made vacant has been filled by promotion.

The formation of the Winchester District, and the appointment of Mr. Joseph Gile as its Principal, is an important measure in school legislation, and cannot fail of beneficial results.

Good health and good attendance have helped to make the year a prosperous one, and I believe the teachers as a class have shown a zealous spirit in their work, and have tried to be intelligent instructors. During the latter part of the year a decided effort has been made to have what are known as the "new methods" in primary teaching more universally understood and adopted. The success of this attempt, and the enthusiasm manifested by the majority of teachers in the first grade, is in some respects phenomenal.

The practice of holding half day sessions in No. 1 rooms, where the accommodations are insufficient, has been pursued in the Dwight, Dixwell, Division Street, Woolsey and Lloyd Street Schools. It is thought that for children in the first year, the shorter session is quite as well, and that no great loss is sustained; but I doubt if a lady of ordinary physical strength can successfully teach two sets of fifty pupils each, and would strongly urge that in every room where the half time method is employed, the teacher be furnished an assistant from the Training School.

It may be said, however, that the erection of a new primary school in the Dwight District, which has been voted by the Board, will prevent in part at least, the necessity of half time sessions.

PRIMARY SCHOOLS.

It is proper to include under this head all classes engaged in the work of the first three years or grades. During this period no text-book in Arithmetic or Geography is put in the hands of pupils, and the oral method of teaching is pursued to a large extent. During the few months since I undertook the work of supervision, I

have given particular attention to this branch of the service, trying to ascertain its wants, and seeking as far as possible to meet them. While I have found wide differences in the adaptation of teachers to the work of quickening the interest and directing the energies of little children, and still wider differences in the methods employed to accomplish this end, yet I have been gratified to find nearly all ready to receive suggestions and test new methods.

The so-called "new education" finds its best expression in primary methods, and I found that quite a number of the teachers in this department had made creditable progress in the study and application of the principles which are being recognized as fundamental to the art of teaching. It was easy to discern those who had begun this good work. Their class rooms were enjoyable places to visit, for the children were delighted with the activities of school and the cheerful manner of the teacher. There seemed to be enough of skill and enthusiasm in a few of these teachers to leaven the whole corps.

Several meetings were held for those engaged in the first three grades, at which the desired methods were somewhat carefully explained, and, as far as possible, the principles upon which they rest were enunciated. An outline of work proper to be attempted in each year was placed in the hands of the teacher at the opening of the Summer term, and it is safe to say that in every No. 1 room at least, a faithful endeavor was made during the ensuing two months to teach *things* and *ideas* rather than mere *words* and *names*. The result was most encouraging, and in saying this, I am influenced no more by what I have seen, than by the satisfaction which I have heard expressed by the teachers themselves, and by many parents, who say that their little ones never learned to read and write as fast before.

It would be impossible in this connection to explain fully the scope and meaning of the new methods, but a brief statement may be of service to those who cannot investigate for themselves.

The principles upon which these methods rest are obtained from a study of the mind of the child in the process of development under natural influences, before he enters school; and hence they may safely be called *natural* methods. The little child acquires knowledge almost exclusively through the senses, and remembers best when the sense-impressions are strongest; hence the teaching must call into play as many senses as possible.

Numbers are learned from things, like blocks, pebbles, &c., which are both seen and handled, and no written forms are presented to distract the mind until these impressions are well fixed, and the child can readily perform the simple processes of combination and separation with numbers to six or ten.

Reading, also, for the same reason, is taught objectively, pupils being led at first to associate written names with the objects for which they stand, and then, since the child's mind deals most readily with ideas viewed as wholes, the thought or sentence method is employed, and the teacher makes sure that the thing to be expressed is clearly understood before it is read.

Instead of books, the blackboard is used at first, with the lesson written thereon by the teacher in the presence of the pupil. The pupils are immediately taught to write the words and sentences they have learned to read, so that seeing and doing are combined in such a way as to be mutually helpful. In other words, the teacher has simply to direct the self-activities of the child, and the child learns according as the teacher is skillful in exciting his interest and curiosity, and keeping him constantly, and happily employed.

Such beginnings in education start from within and work outward. There is no pouring in nor cramming. There is no room for force or useless routine and discipline. The teacher has to work slowly, thoughtfully, patiently. Working thus, her pupils not only get *real* knowledge but receive such an introduction to school life that they will continue to enjoy it, unless unfortunately, in some higher grade, they fall into the hands of a teacher who places *discipline* before teaching, and who

seems to forget that the school is organized for no other purpose but to facilitate the harmonious growth of the pupils both mentally and morally, and to train them to be useful men and women. If we have any such teachers in our schools now, I trust that they may soon fall from the ranks, and make way for those who employ personal sympathy and kindness as valuable aids in the accomplishment of noble results.

We have briefly indicated the kind of foundation upon which our school curriculum should rest. This foundation is of vast importance, for habits are formed in the first years of school life which cling to the pupil throughout his school days, and perhaps much longer. While a good beginning has already been made, I hope to see a still broader search for light and truth, that our labors may be well directed and that there may be no wasted energy.

More than 5,000 slates, uniformly ruled, have been furnished for primary writing at about cost, and the Secretary of the Board has procured paper of a cheap grade for pencil work, ruled in the same way. During the vacation just passed, similar lines have been placed upon the blackboards in rooms Nos. 1 and 2 of all the schools, which will be useful both for copies and for practice. A quantity of books for easy supplementary reading have been supplied in sets, with from six to ten books in each set. The value of such reading matter, will depend largely upon the manner in which the teachers use it. Pictures prepared especially for language teaching, have also been procured. Every No. 1 room has been supplied with a table for teaching numbers objectively. The use to which these appliances are put can best be understood by reading the revised course of study. To skeptics and would-be critics we have only to say, "come and see."

GRAMMAR SCHOOLS.

The great mass of children do not reach the High School. Their circumstances forbid the necessary ex-

penditure of time, and the demand for labor in all departments of business makes a constant drain upon the upper grades of the Grammar schools. From this it appears that the first aim should be to make these schools efficient in training children for business.

The criticism has been made over and over again that our schools fall short in this particular. Some of our business men go so far as to say that boys have to unlearn certain *schoolish* habits before they can be useful in the shop, the office, or behind the counter. These are grave charges and unpleasant to hear, but they will do us more good than harm if they lead us to scrutinize our work, and see whether there is anything to be done before we can treat these objectors with indifference. It will be a long time before we can furnish technical training sufficient to turn out accomplished book-keepers, mechanics, or salesmen; but if our schools fail in sharpening the wits of a boy, and making his mind stronger and clearer, so that he is equal to emergencies, then something must be wrong.

I will not analyze the subject farther, except to say that our work is *teaching*. Anything that handicaps the teacher and taxes her energies without contributing to this end may safely be pruned off. Methods of reporting and marking which were invaluable while the school system was being organized, are too cumbersome now. Let the teacher go to her work each day light armed, with buoyancy of spirit, and singleness of purpose, rejoicing in the ability to concentrate all energy and power upon the work in hand.

Such changes will be made during the coming year as will enable teachers to work under the impulse of a better motive and a larger freedom. The introduction of the Franklin Arithmetics, after a close examination of several competing books, has already given new interest to this most practical and important subject. "How to Speak and Write correctly," by Mrs. Knox and Prof. Whitney, has been substituted for the Language Primer, with promise of good results.

For several years a silent movement has been in progress toward better methods of teaching Language, Geography, and History. The difficulty is, we have attempted too much. There have been constant additions to the curriculum with but few subtractions. One problem before us now, is how best to develop a fluent use of language both spoken and written, and in the eighth grade some knowledge of the essentials of Grammar. Our teachers need to think earnestly upon this subject and help each other to gain the higher ground.

In Geography, map drawing is skillfully taught, and is valuable as a disciplinary exercise, and for the *real* knowledge it affords; but I fear that even in this, the memory is often taxed unnecessarily with dry lists of names before they are associated with the drawing, and the study is made odious to many pupils by having to learn worse than useless details concerning places and things which are of little consequence. Here also, I shall invite our teachers to stop and reflect.

In History we want to awaken in children a thirst for knowledge of the great men and most important events of the past, training them to ransack all available sources of knowledge for facts, remembering that nations and countries are best studied in the biographies of their discoverers, founders and statesmen, and the social condition of a people is best known by reading its books of travel and fiction. The small text-book used in our schools is at best but a mere outline, and of little value in teaching. For a teacher to be contented simply to hear recitations memorized verbally from such a book is suggestive of a low standard.

The good work of placing historical works within reach of the pupils, as books of reference, was begun by Mr. Parish, and will doubtless be continued. Through the efforts of Mr. F. E. Harrison, of the committee on schools, the officers of the Young Men's Institute were induced to issue tickets for vacation membership at a nominal sum of 25 cents to pupils in the High, and No. 12 of the Grammar Schools. About two hundred and

fifty availed themselves of the opportunity, and have doubtless been gratifying their love for good books during the past two months. If the citizens of New Haven need an incentive to lead them to establish a public library, it would seem that they could find it in the thought of thousands of youth in our midst who read nothing but trash because they have nothing better at hand.

The occasional celebration of authorial birthdays, and the memorizing of choice selections from the standard writers, is a good means of culture and should be more universally encouraged. Much has been done in this direction during the past year, and upon the anniversary of the birth of John G. Whittier, a lad in the Eaton School wrote the distinguished poet and received an impressive letter in reply.

THE HIGH SCHOOL.

Few important changes have been made here during the year, and I have so far seen little to criticise. I desire, however, to see a closer sympathy between this institution and the community at large. It is supported for the people at the public expense, and a more general acquaintance with its purposes and advantages is most desirable.

The commencement exercises, which opened Wednesday, April 26th, show a few of the results of the year. On that afternoon the Class Day exercises were enjoyed by a large circle of friends of the senior class. In the evening of the same day the alumni met and listened to an interesting report by the Secretary, Mr. Asher; and an address by Prof. William G. Sumner was followed by a social chat. On Thursday evening a large audience listened to the graduating exercises, which were interspersed with most enjoyable and highly creditable music under the direction of Prof. Jepson. The platform was occupied by members of the Board of Education, Gov. Bigelow, Mayor Robertson and other guests. The grad-

uating class numbered fifty-eight, upon whom diplomas were conferred by the Superintendent of Schools in behalf of the Board of Education. Following is the order of exercises:

1. *Music*—"Happy and Light." BALFE.
   From the Opera "Bohemian Girl."
2. *Essay*—"The Suggestiveness of Common Things." *EMMA JOSEPHINE FORD.
3. *Essay*—"The Two Portias." *HELEN L. RICE.
4. *Music*—"The Marvelous Work." HAYDN.
   From the Oratorio "The Creation."
   Obligato Solo by Miss NORA H. RUSSELL.
5. *Essay*—"Sovereigns of the World." GERTRUDE S. MANN.
6. *Oration*—"Charles I. and Louis XVI." GEORGE THOMAS LINSLEY.
7. *Music*—"Jack and Jill." CALDICOTT.
8. *Essay*—"A Plea for Fiction." HARRIET NELSON GUNN.
9. *Essay*—"The Effect of Certain Studies upon the Character." OLIVER THOMAS OSBORNE.
10. *Music*—"Festival Hymn." DUDLEY BUCK.
    Composed for the "World's Musical Jubilee" of 1872.
11. *Oration*—"Heroes." SAMUEL WASHINGTON SCOTT.
12. *Essay*—"Self-Esteem and Self-Estimation." HERBERT DEWITT CARRINGTON.
13. *Music*—"Inflammatus—(to thy Holy Care.") ROSSINI.
    From the Oratorio "Stabat Mater."
    Obligato Solo by Miss LILY WHITTEMORE.
14. *Essay*—"The Mission of Beauty." PAULINE NORMAN.
15. *Essay*—"The Sibyl's Leaves." NELLIE MALLORY BUNNELL.
16. *Music*—"Damascus Triumphal March." COSTA.
    From the Oratorio "Naaman."
17. *Essay*—"Courage *versus* Genius." HENRY LAWRENCE SWAIN.
    With the Valedictory Addresses.
18. Conferring Diplomas.

* Of equal rank in scholarship.

Names of the Class.

ARTHUR DICKERMAN BARNES,
JOHN BEADLE,
FRANK HOLMES BENTON,
CHARLES F. BOSWORTH,
HENRY LEGRAND BRADLEY,
ALBERT PARK CAMPBELL,
HERBERT DEWITT CARRINGTON,
AUGUSTIN AVERILL CRANE,
ARTHUR BIXBY FERGUSON,
CALVIN LINSLEY HARRISON,
JOHN D. KENNEDY,
DAVID DENISON LAMBERT,
GEORGE H. LANGZETTEL,
GEORGE THOMAS LINSLEY,
GEORGE EDGAR MOULTHROP,
HERBERT LINCOLN NOYES,
OLIVER THOMAS OSBORNE,
JOHN STONE PARDEE,
RUSSELL SARGENT,
SAMUEL WASHINGTON SCOTT,
HENRY LAWRENCE SWAIN. 21

Lizzie Merwin Andrew,
Katherine Howard Blair,
Sarah Alice Boone,
Lizzie Kate Bradley,
Lillian Emma Brown,
Nellie R. P. Brown,
Nellie Mallory Bunnell,
Henrietta Chambers,
Cordelia Ida Corbett,
Zita Lavinia Curtis,
Cora Julia Dann,
Laura Louisa Dickerman,
Emma Josephine Ford,
Mary A. Ford,
Elizabeth King Freeland,
Lilian Graves,
Harriet Nelson Gunn,
Frances B. Hughson,
Mary Lucy Judson,
Louie G. Kellogg,
Sadie Emma Kenny,
Minnie Louise Kirsten,
Carrie Mahala Lamb,
Ettie Amanda Lancraft,
Gertrude S. Mann,
Pauline Norman,
Anna Chapin Ray,
Helen L. Rice,
Julia A. Robinson,
Nora Helena Russell,
Edna Luana Sherwood,
Martha Elizabeth Shew,
Hattie Amelia Smith,
Nettie Julia Smith,
Eugenia E. Talmadge,
Jennie Agnes Torpy,
Lily Whittemore. 37

A reception given on Friday evening by the graduating glass closed the exercises, which were declared by all to have been unusually interesting and satisfactory.

In the examination of candidates for the new class a plan was adopted which not only lightened the labor of the examiners, but furnished relief to many pupils who were wearied from hard study. Each Grammar Master was asked to rank his candidates according to their standing during the year, and the first half of each class was received without further examination. The good effect of this change will be seen in the stimulus which is thus brought to bear in the upper Grammar grades. A still farther change was made in reducing the number of questions given. The total number of candidates examined last April, was 185; number admitted, 159; number rejected, 26.

The number admitted from the several Grammar Schools was as follows:

Webster School,	17	Eaton School,	19	Hamilton School,	9
Dwight "	21	Skinner "	18	Wooster "	12
Washington "	18	Woolsey "	27	Other Schools,	18

At the next examination the questions in Arithmetic

will be of the most practical kind. Those in Language will call especially for "thought and expression." In History, topics somewhat broad will be assigned, from which the pupil may select four or five and treat them in his own way.

Since Greek was restored to the curriculum in 1877, the High School has taken the first rank in fitting boys and girls for college. Sixty-five of our graduates have entered the two departments of Yale in the past three years, fifteen of whom were received at the last examination. Of those who entered college in '81, the prize of $200 for the best examination in Greek, was awarded to Miss Cutler on entrance to Smith College. Eugene Richards of the same class divided the Woolsey Scholarship at Yale.

If there is one department of the High School, which, more than any other meets a popular demand, and is suited to prepare young men and women for the practical issues of life, it is that of the Sciences under Vice Principal Whitmore. An elementary knowledge of Physics, Chemistry and Mechanics can be attained here, illustrated by experiment, and the use of apparatus, in such a way as to make these studies intensely interesting, and the knowledge acquired of great practical value. Many youth are thus being fitted to give directive force to the great industrial interests of the present time. When we consider that this is an age of machinery, that steam and electricity in their wonderful applications are silently revolutionizing society, and that the idea of skill in labor presupposes not merely manual dexterity, but a knowledge of the mighty forces of nature which science has subjected to the uses of man, then we are surprised to find in a city like ours only one school-room devoted to such training. I consider it desirable that more space in the High School building be assigned to this department, so that a larger number of pupils can have laboratory practice. I would also recommend that the instructor be furnished an assistant at a small salary, who, in the care of apparatus and

personal attention to students, could save the time of the head instructor for lectures and class work.

Considered merely as a source of culture, the study of natural forces and their grand adaptation to economic uses, is destined to be an interesting and important feature of public instruction in the future. But in our State and city, which owe their growth to manufacturing especially, and are famous for skill exhibited in practical invention, there can be no doubt as to the value of scientific training in our schools. I believe the question whether some systematic instruction of this kind cannot be given orally by teachers in Grammar Schools, is one which cannot be ignored much longer.

Other remarks concerning the English Department which I intended making, must be omitted for economy of space.

EVENING SCHOOLS.

These schools were conducted from Oct. 1st to March 1st, and for a part of the time ten teachers were employed. The attendance was as follows:

Total,	575
Average attendance,	150
Oldest pupil,	age, 47 years.
Youngest pupil,	" 14 "

Mr. Henry W. Loomis, who had charge of the High School building, reports that "in no previous year has so good work been done."

Mr. H. A. Loveland, Principal at the Woolsey building, thinks "the Evening School has accomplished great good during the past five years." He says, "one man who could not read in the Primer became able to read the newspaper at the end of the term. Another man learned Arithmetic and Book-keeping, and has since carried on a business of $30,000 a year."

Mr. C. G. Merrill reports from the Washington District that "many of his pupils are young men who are beginning to recognize the fact that they have thrown

away previous opportunities and are anxious to atone for the past. To such, the idlers and triflers, who come *one* night and stay away *two*, are a great detriment. Hence all idleness and lawlessness should be suppressed."

My own observation leads me to believe that—

1st. We should admit to the Evening Schools only by ticket such as will bind themselves from the start to be regular and faithful students.

2d. Any marked evidence of indifference or insubordination in the case of any scholar should be the signal for the dismissal of that scholar.

3d. Only experienced teachers should be employed.

4th. Plenty of books and other necessary conveniences should be furnished by the Board.

5th. The success of a school should not be estimated, as has been the case, by the number present on occasional nights, but by the quality of work done by those who really thirst for education.

If these suggestions are approved by the Board, an improvement can be made the coming season.

SPECIAL SCHOOLS.

The work accomplished by these schools has been clearly stated in the reports of previous years, and the value of the labor performed by the Secretary of the Board and the Truant Officer, in behalf of neglected children, is doubtless well understood. An additional school of this kind was opened at the beginning of the winter term, on Goffe street, and later a second teacher was employed to teach the younger children.

A special committee, after examining the premises of the Fair Street Ungraded School, has pronounced the garret room now occupied to be both unsuitable and unsafe. The committee on schools has therefore reported in favor of building a new Training School, using the Fair street building exclusively for ungraded pupils, and offering the Whiting street building for sale.

Officer Sullivan reports for the year as follows:

Number of children transferred to Ungraded Schools,	194
Number promoted from the same to their own schools,	46
Number arrested and confined for a short time, at the request of parents,	70
Number arrested at home or on street, and taken immediately to school,	417
Number of boys sent to the State Reform School for vagrancy, truancy, and insubordination,	14
Number of visits to families with reference to non-attendance of children,	3018
Number found not attending any school,	150

TRAINING SCHOOLS.

Agriculture is to-day studied in school and college as a science, and it is said that the highest success in it can be achieved only after such study. If this be so, is it too much to affirm that mind-culture also is, or ought to be reckoned among the finest of arts; and that skill in this art is only to be gained through knowledge of its underlying science?

It would seem that if the dark shadow of ignorance hangs over the teacher's pathway, her attempts to touch skillfully the deep and hidden springs of the intellect, and make them to respond harmoniously, must be purely experimental, and very likely result in total failure. When I say *failure* I do not mean failure to hold sway in the school-room, keep order, etc., but failure to quicken the highest impulses and promote the largest growth. Failure is the opposite of success; but if a teacher has in her mind no high ideal, as the result of rigorous study, observation and reflection, is she able to know when success is attained or is she able to recognize failure? With light and knowledge comes humility, and a desire to know; and this, I believe, from first to last, should be the attitude of a teacher. Our Training Schools have hitherto been somewhat deficient in that they have been exclusively schools for practice. Art has been placed before science; the doing before knowing. It is true that with skillful experts to direct and counsel, many young persons have become efficient workers, as the record of past years may safely declare. But if the high-

est authorities in England, Germany or America are to be consulted, and we are to follow the example of other cities which supply their own teachers, we must furnish a training that will combine theory and practice, requiring candidates to study education historically, and to investigate the laws and phenomena of the mind in connection with daily observation and practice in the school-room. Plenty of time should be taken for this training, and it should be sought for its own sake as much as for a money consideration.

My conception of a Normal Training School for a city of the size of New Haven would require a small building, or part of a large building, supplied with lecture rooms and apparatus sufficient to accommodate from fifty to a hundred candidates. At the head, as lecturer and principal, I would have a person who is a progressive thinker, and has had practical experience as teacher. A two years' course would be necessary, and should be devoted to the study of education as a science, to the treatment of all common branches with reference to how they should be taught, and to constant practice in the different schools of the city. During the last year the most capable pupils could be employed occasionally as substitutes, receiving pay only as they were so engaged. Such a school would be open to all persons desiring to attend, whether resident in New Haven or not, provided they could pass such an examination as proves their capacity and attainments. Those attending from outside New Haven should pay a suitable sum as tuition.

I believe this plan would prove both wise and economical. From the many graduates of such an institution we could select the best as our teachers, and there would always be a good supply on hand. Those not employed here could easily find positions elsewhere. The cost would not be more than at present, as candidates would not be paid a salary as they now are. Not expecting to reach such an ideal immediately, I shall venture to ask the Board to consider the propriety of making the following changes in the Training Department:

1st. After the year ending June 30th, 1883, that no pupils be admitted to the Training School except upon examination in the common English branches, including History of the United States and England, English Literature, Physical Geography, and Natural Science. The first examination to be held Sept. 1st, 1883.

2d. That the examination for the Training School be open to all, whether graduates of the High School or not.

3d. That for the present the course consist of one year, and that no salary be paid to pupil teachers.

4th. That after September, 1884, those needed to fill vacancies, or to serve as substitutes, be appointed from those who have completed this course, at a maximum salary of $300 for the first year, and that selections be made with reference to teaching abilities as shown while in the Training School.

I make these suggestions after careful consideration of the whole subject in its economic aspects. The two distinctive features of this plan as compared with that in vogue at present are:

1st. The training received is the only compensation afforded.

2d. An appointment in the schools is attained only upon the exhibition of superior power in teaching.

The saving of several thousand dollars is the least of the advantages that would accrue, and a portion of this sum could properly be spent in making the training thorough and efficient. The inducements to seek the teaching profession as the only means of respectable livelihood, would not be as flattering as at present. And some young persons would be led to inquire what they are best fitted for, and having settled that question, whether in favor of domestic duties, the decorative arts, or literary pursuits, might achieve a well-grounded success, a thing impossible perhaps in the school-room.

I have spoken in detail on this subject, as it touches the roots of the future success and welfare of our schools. Failure to succeed in a chosen calling often chills the courage and blights the prospects of young people. We

should place such barriers around the teaching profession as will allow only those to enter who are *sure* to succeed.

It would be presumptuous to discuss in my first report all the questions which bear upon school economy, or to offer much advice. The hints already given suggest a plan of work for the coming year. They are the outcome of much thought and many suggestions received from principals and teachers in our schools, to all of whom I have reason to be grateful for the spirit of helpfulness they have manifested.

The revised course of study which accompanies this report, is certainly flexible enough to suit the most liberal minded, and although far from being perfect, will be improved from time to time as opportunity offers. It is especially desired that the work assigned for primary grades be carefully studied by teachers in order that unity of purpose and work may be seen in all the schools. I shall rely upon the Principals to furnish such aid and direction to individual teachers as circumstances may seem to require.

As we turn the page which closes the record of the year, I cannot refrain from saying that the interests of education are of such vital consequence as to call for the unwavering support of all our best citizens. Those who have labored as members of the Board in the past are honorable names, and deserve to be remembered gratefully. In selecting those who are to watch over their interests in future, high ground should be taken. Large-hearted, true-minded men are wanted, who are not afraid to do that which is right. The labors of the present Board are, and are likely to be, arduous. The Committee on Buildings has given enduring evidence of a desire to make our school buildings comfortable and healthful, as well as ornamental. Such buildings as those on Lloyd and Ferry streets present a high type of architectural design and combine many practical advantages.

The Committee on Schools is called to deal with questions of policy almost every day, and must always devote much time to its department of the work.

The Committee on Finance has ever been noted for its safe and skillful management, and the recent increase of salaries involves some financial difficulties which they will doubtless meet and overcome. I feel sure that the benefits of that increase, and of the new adjustment of salaries which was made, will be seen in greater emulation and heartiness in the ranks of our entire teaching force.

Respectfully submitted,

SAMUEL T. DUTTON,

Superintendent of Schools.

NEW HAVEN, August 31, 1882.

TABULAR VIEW OF THE SCHEME OF STUDIES IN THE NEW HAVEN PUBLIC SCHOOLS.

Grades	I.					II.					III.					IV.					V.					VI.					VII.					VIII.				
Periods of 8 W.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Monroe's Charts,	15	30	45	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
1st Reader, Franklin	--	--	--	41	77	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
2d " [Series,	--	--	--	--	--	48	78	111	144	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3d " "	--	--	--	--	--	--	--	--	--	--	65	111	158	204	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3d Advanced "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	69	120	167	218	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
4th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	80	133	186	240	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Intermediate "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	85	136	188	240	R.	--	--	--	--	--	--	--	--	--	--
5th " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	112	161	210	261	R.	315	374	R.	R.	R.
Patterson's Speller,	--	--	--	--	--	--	--	--	--	--	11	17	13	30	R.	37	43	49	54	R.	61	65	70	74	R.	81	87	94	100	R.	108	114	120	126	R.	134	142	150	160	R.
Arith. Elementary,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	22	33	50	77	R.	90	100	114	137	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
" Written,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	27	47	74	99	123	145	171	192	214	233	253	276	298	R.	R.
Geog. Introductory,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	23	43	61	74	R.	79	85	95	110	R.	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
" Com. School,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	18	39	51	63	R.	81	99	100	123	R.	--	--	--	--	--
History U. States,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	53	105	156	212	R.
T. E Lessons in Eng.	--	--	--	xxxiii		--	--	--	xxxv		--	--	--	--	30	41	54	69	83	102	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
S. E. " " " "	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	39	72	94	120	R.	136	157	175	192	R.	--	--	--	--	--	--	--	--	--	--
Language Lessons,	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	29	59	84	115	R.	143	162	192	R.	R.
Penmanship,	--	--	--	--	--	--	--	--	--	--	Shorter Course,				--	1	(1	2	2	2)	2	2	2	3	3	3	3½	3½	3½	4	4	4	4½	4½	4½	5	6	7	7	7
																Lead Pencil.																								
Drawing Charts,	1	1	2	2	2	2	3	3	4	4	4	5	5	5	6	6	6	7	8	9	9	10	10	11	11	12	13	14	14	15	16	16	17	17	18	18	19	19	20	20
Vocal Music,	6	22	30	33	34	56	64	72	81	88	104	114	124	145	163	20	36	51	66	82	104	124	143	160	176	17	37	57	72	99	17	37	57	72	19	17	37	57	72	99

NOTE.—Each grade comprises one year. Each year is divided into five parts, of eight weeks each. The figures indicate the number of pages in the text-book to be completed during each period.

Exercises in Music which may be omitted. Book First: Nos. 332, 353, 370, 393, 407, 409. Book Second: Nos. 22, 77, 133, 160, 180, 226, 227, 232, 253, 254, 258, 264, 265, 341, 375, 399, 415, 419, 531, 470. Book Third: Nos. 42, 70, 73, 75, 103, 122, 137, 150, 161, 162, 173, 174.

Teachers will follow the tabulated scheme with the exception that in Geography, beginning with the maps, the following order is to be pursued: Connecticut, New England, and other sectional maps, United States, Hemispheres, North America, South America, etc.

COURSE OF STUDY.

Revised in 1882.

GENERAL DIRECTIONS TO TEACHERS.

The preceding table presents a condensed view of the work of primary and grammar schools as contained in the text books authorized by the Board. It is laid out with reference to *eight years* or *grades*, and the whole scheme is divided into forty equal parts of eight weeks each, thus furnishing a convenient scale upon which the pupils of our schools are classified.

This table is the result of many years of experience, and may be regarded by teachers as a safe guide in determining approximately the amount of work to be accomplished within the limit of any term. But even here the two essential conditions of skillful teaching and ordinary ability on the part of pupils, must be ever present. If these are wanting, the work will fall short either in quantity or quality; and as it is of the first consequence that every subject be thoroughly taught, it follows that this scheme is to be followed not slavishly, but as an ideal standard, a proper recognition of which will secure reasonable uniformity in the several grades of all our schools.

Teachers are to take special care that all studies are advanced equally, and that no favorite study or exercise receives undue attention.

The less advanced class of any room will determine the grade to which it belongs, and pupils should be so graded and classified that their progress may not be retarded by the indolent and lazy. The frequent promotion of individual pupils who are faithful and energetic, will prevent all injustice of this kind.

The Principals in their respective districts are expected to see that every teacher gives faithful and satisfactory instruc-

tion in all the subjects to be taught as indicated in the following "Course of Study," and to report the results of their examinations to the Superintendent near the end of the Winter Term.

Subjects which are to be considered by teachers in all grades alike, as: Morals, Physical Exercises, Memory Pieces and Declamation, are treated first, and then the work belonging more especially to all of the several grades.

MORALS AND CONDUCT.

"Education comprises all the influences which go to form character."—*Currie.*

Teachers of all grades are urged to recognize the importance of moral training as a proper part of education, and to lose no opportunity of giving instruction that may tend to improve the disposition and character of pupils. Remember that there can be no true success in this department without genuine sympathy, perfect self-control, and quick perception.

As instruction in morals is best given with some occasion for its application, so the purpose to grasp every such opportunity should be the first principle in the mind of the teacher. Not long lectures or stale philosophy are demanded; but a kind personal interest in individual pupils, which extends even to their homes, and is felt as a positive uplifting force. Do not act merely on the defensive; for it is necessary not only to repress faults, but to correct dispositions. The mind must be fortified against vice and wrong, and this is best accomplished by individual work.

Train children to be neat and cleanly, and to take proper care of books, pencils, etc. Teach cheerfulness by being cheerful, kindness by being uniformly kind, and politeness by being polite, and using and teaching pupils to use the current forms of courtesy. Never use a harsh word or utter a threat, and never allude to the poverty or dullness of a child in his presence.

The following are some of the topics upon which lessons may occasionally be given: Conduct at home, on the street, and in public places. The value and beauty of politeness. Respect for superiors and for the aged. Truthfulness. Necessity of self-control—in temper, in eating, drinking, etc. Prudence in the use of money. Propriety and neatness in

dress. Power of habit as seen in the use of tobacco and intoxicating drinks. The great benefits of good company and good books. Relation of the employers to the employed. Public spirit and patriotism.

MEMORY PIECES AND DECLAMATION.

These may be regarded as legitimate school exercises in all grades. In no better way is the memory strengthened, a good command of vocal expression secured, and the mind enriched with noble and stimulating thoughts. Be sure that the character of every selection is high, and be wary of *dime speakers*. Allow pupils to associate literary gems with the names of their authors.

Encourage pupils to cultivate good taste by selecting their own pieces. When selected by the teacher let them be recited both singly and in concert. A few moments may appropriately be spent in an exercise of this kind at the opening of school.

HEALTH AND PHYSICAL EXERCISE.

The greatest care should be taken to secure the best possible ventilation with the means at hand, and each teacher should make a careful study of his or her room, and its appointments, with reference to this end. Whenever furnace heat is used, the thermometer should be inspected every hour, and on no account should the temperature be allowed to rise above 70°. In the lower rooms there should be *physical exercise* or *marching* twice at least each session, occupying from three to five minutes. In the higher rooms the same diversion should occur once each session. The usual recesses should be given regularly and as far as possible all should participate.

FIRST YEAR OR GRADE.

Receive new pupils cordially, taking great care and pains to make first impressions of school life pleasant. Give them something to do at once and devise ways of gaining their confidence, as by presenting interesting objects and pictures, and so leading them to talk freely and naturally.

LANGUAGE.

Ascertain each child's range of ideas by conversation. Talk familiarly about interesting things seen on the street, games, pictures, animals and plants.

Study carefully Lessons in English, Teachers' Edition, to page xxx, especially the portion beginning on page xix. Observe the directions for teaching found on page xxix. Tell short stories and require children to recite what they remember.

Talk about form, color, and prominent qualities of such objects as a thoughtful and ingenious teacher will bring into the school-room. Commit to memory short and simple verses of poetry, and recite both singly and in concert. Put words in sentences. Copy accurately from the blackboard such words and sentences as are taught in reading.

After the first two months write two or three sentences at once. Be sure and place all copies where they can be easily seen.

Teach capitals, period, and question mark.

No *oral* spelling during the first year.

READING.

Names of familiar objects are to be written on the blackboard, and associated with the objects for which they stand, until the objects are recalled instantly at sight of the words. Proceed with very simple sentences, and develop the thought expressed by means of objects, drawings, pictures, stories and conversation. Words expressing only relation are to be taught in sentences. Read *script only* for first four months, using the vocabulary of Monroe's charts, and changing sentences constantly, so as to secure exclusively *sight reading*.

The articles *a* and *the* are to be pronounced with the word following as one word. Pupils must not be allowed to read a sentence aloud until the thought it expresses is in the mind.

After four months begin to read print, and read in both print and script the chart, Franklin First Reader, and other books of same grade.

Be sure that the meaning of every new word is understood, and that the thought of every sentence is discovered before it is given. Call attention to pauses only marked by the period.

Do not allow pupils during the first year of their school

life to become unnatural in voice or manner. Remember that good teaching excites eagerness to know and to do; and that pleasure in reading secures musical tones and true expression.

WRITING.

Drill upon the straight line "/," giving special heed to slant and spacing.

Teach critically the *i u w n m* but be sure and practice each until it is made perfectly before taking the next. For this drill use both slate and blackboard. Furnish large and accurate copies.

NUMBER.

Teach with objects all the facts in numbers to 10. Bring the pupils around the table and allow them both to see and handle the objects. Provide a variety of objects such as blocks, splints, pebbles, beans, and forms cut from paste-board, as circles, squares, triangles.

Ascertain how much each one knows, and then proceed slowly to build upon that knowledge. Allow no hesitation. Require pupils to tell instantly what they see when several objects are presented.

Be slow to advance and do the work thoroughly.

Teach all possible combinations and separations.

Use no written figures or signs, only oral names. Give many simple original problems, employing for the most part *concrete numbers.*

Make your problems neither too difficult nor too easy.

Talk very little—be patient in repeating the same processes until the desired end is reached.

The skillful teacher will show and teach the simple processes of addition, subtraction, multiplication and division, with objects in such a way as not only to secure quick and accurate seeing, hearing and handling, but also to develop clear ideas of numbers and their relations. Use for reference Grant's Arithmetic for small children, the Franklin, and New Greenleaf Primary Arithmetics and the Quincy course of study.

DRAWING.

Teach distance from point to point in straight rows on the blackboard, using a unit measure of three inches. Make mistakes frequently by placing the dots nearer, also further apart, and thus train the children to notice and correct those mistakes by comparing these rows with the unit measure. Give the names of the various lines. Use chart 1, and manual for teachers. The pupils draw on slates for the first time. Teach distance from point to point in straight rows an inch apart. Require the *inch card* to be carefully observed. Continue spacing and forming lines. Use Chart No. 2.

SINGING.

Jepson's Music Reader, Book 1. First term, through chapter 8. Second term, through chapter 15, and third term, through chapter 18, introducing triple and quadruple time with easy scale exercise. Drill 15 minutes each day, teacher placing exercises on the blackboard. Review definitions at close of term.

SECOND YEAR OR GRADE.

LANGUAGE.

Study carefully the Teachers' Edition of Lessons in English to page xxxv, especially pages xxxiv and xxxv.

After pupils have been taught to copy sentences accurately, introduce dictation very gradually. Write at first two or three simple sentences on the blackboard, and have them copied; then erase and dictate the same sentences.

In dictation, the teacher should give each sentence *distinctly once*, and have all write it promptly from memory. If there are new words in the sentences given, write them upon the blackboard. In marking, adopt the principle that a single error in spelling, capitals, or in punctuation, make the whole sentence wrong. Have pupils read sentences written from dictation. Correct all improper expressions and require these corrected forms to be written many times. Never have incorrect expressions written on the blackboard.

When you see incorrect words or sentences on slates, erase them at once.

Tell or read short stories, and require pupils to tell orally what they remember.

Give oral lessons on pictures and objects, such as flowers, fruits, animals, etc.

Give interesting questions to think and study about at home. In dictation use the vocabulary acquired in reading.

During the last half of the year allow pupils to copy from the reader on the slate and blackboard. Insist upon neatness and accuracy. Have short exercises in oral spelling. Commit to memory and recite singly and in concert short selections and proverbs.

READING.

Continue to follow instructions for the first year. Seek to develop natural tones and an easy conversational style. This can be done only by using easy reading matter, and by insisting that each pupil has discovered the thought of a sentence before he reads.

Give constant drill in the pronunciation of new and difficult words. Never interrupt pupils in the midst of a sentence. Make the reading interesting by suitable questions and explanations. Ask pupils to state in their own language the substance of what they have read. Allow no *screaming* or *drawling*. Remember that thought controls expression.

During this year pupils should read the Franklin Second Reader, and at least two other readers of the same grade. Do not read the same piece more than *three times*. Be sure that the attention and interest of every pupil in the class is secured.

WRITING.

Teach critically,

also,

following the directions in the Spencerian Manual—pages 25 and 35. Every teacher should be provided with this manual. Always place large and accurate copies upon the blackboard. Be sure that pupils have occasional practice on the blackboard as well as on the slate.

NUMBER.

Associate the written figures with numbers to 10, and review slowly. Show the number of objects, then the corresponding figures.

Let the pupils present a number of objects, and teacher place the names upon the blackboard.

Continue to teach all possible combinations, and separations to 20, associating both oral and written names.

Teach the writing of one figure at a time, and in the following order, until good figures are made: 1 7 4 0 9 6 2 3 5 8.

Use the signs + − × ÷ and =. Use gills, pints, quarts; inches, feet and yards; dozen and half dozen.

Do not advance until your pupils are ready to be tested by the standard of rapid and accurate computation.

Teach no tables, but secure readiness in giving the result of separations or combinations expressed orally or in writing. Practice counting by 2s, 3s, etc., to 50. Add columns of figures on slate to 50. Roman numbers to XX.

For illustrative work and concrete problems, refer to Franklin Primary, New Greenleaf Primary, Grant's Arithmetic for young children, and Quincy course of study.

DRAWING.

Charts Nos. 2 and 3. Continue the exercise of inch spacing, cultivate the proper position for the hand, and finger and wrist movement. Draw the letters composed of vertical, horizontal and oblique lines, N Z V Y A K X M W, dividing lines into two, three, four and five equal parts. In every room the teacher must use the steps when drawing the figures. Explain the angles.

Charts 3 and 4. Continue spacing and finger movements in drawing the various positions, of lines, comparing the figures on these charts; review the angles, give the names of the different triangles, form the square, and give the names and forms of all the quadrangular figures: the square, the rectangle, the parallelogram, the rhomb, as well as the triangles, and follow the general directions given for No. 1.

the class. The teacher must use the steps carefully and follow the general directions given for No. 1.

Charts 5, 6 and 7. Continue the general directions. Without the steps the teachers will make very little progress.

MUSIC.

From chapter 40 to chapter 51, inclusive. Spend six weeks on chapter 40, improvising at each exercise, and introducing each third of the scale with eighth notes separately. Spend four weeks each on chapters 42, 45. Introduce the fourths and fifths of the scale with eighth notes separately. Spend four weeks each on chapters 48, 49, 50, 51. Improvise single part exercises daily. Drill fifteen minutes each day. Review definitions at the close of each term.

FOURTH YEAR OR GRADE.

LANGUAGE.

Read the Teacher's Guide in the early part of "Lessons in English." Teach to page 102 as indicated in the "tabular view." Continue to describe pictures and objects, and reproduce stories. The imagination may be trained by describing absent objects, as houses, scenery, etc.

Teach the rules for the use of capitals, and see that they are observed. Teach the hyphen, and how to divide a word at the end of the line.

Insist upon neatness and accuracy. Let every school exercise be a language lesson.

READING.

Bend all your energies to the breaking up of all bad habits, and strive to make the reading as true to nature as possible. If you can develop an intelligent interest in what is being read, the pupil will carry the thought in his mind while reading, and will discover from the context the meaning of many words with which he is unfamiliar. Apply the silent reading test as follows: Select an interesting page or paragraph which is new to the pupils, and allow a certain fixed time for silent reading. Then call upon them to tell the

story in their own words. Pupils have by this time learned to emphasize words, and may now be taught the meaning of the term *emphasis*. Teach also the value of the rhetorical pause.

Give brief exercises on the vowel sounds and phonic spelling. Have short declamations, using only selections of pure and refined sentiment. Encourage home reading, and allow pupils to report once each week concerning what they have read. The advanced Third Reader and other available reading matter which is not too difficult.

SPELLING.

Patterson's Speller, from page 30 to page 54. Two written and three oral exercises each week.

WRITING.

Review all small letters on slate and blackboard. Teach also,

Use writing books 1 and 2, and do not neglect these lessons. Observe the directions in the Spencerian Manual. To encourage individuality, allow pupils to copy occasional selections of prose and poetry.

ARITHMETIC.

Study carefully the work of first three years, and see that the work has been thoroughly done. Teach the Franklin Elementary Arithmetic to Factors, page 77, using both oral and written work.

GEOGRAPHY.

Harper's Introductory Geography to page 74. Do not allow pupils to commit to memory what they do not understand. Draw Connecticut and the sectional maps of the United States. Give special attention to mountain systems, river basins, and plains. Raise many questions for children to think about. Use Scribner's Geographical Reader, taking the selections that bear upon the lessons.

DRAWING.

Charts 7, 8 and 9. Continue the general directions. For the spring term, May and June, a review of Chart 7. For the fall term, Chart No. 8. Exercises of curved lines. For the winter term, Chart No. 9. Ellipses.

The teacher must have correct curves and ellipses in the steps she uses, so that the pupils will get a correct idea of a circular as well as of an elliptical line.

Charts Nos. 8 and 9. Use paper instead of slate; as the pupils use paper for the first time, the teacher should guard against the heavy lines, the moistening of the pencil on their lips, and the frequent use of rubber. As the pupil must learn to draw the curves and ellipses in vertical, horizontal and oblique positions, the teacher is especially charged not to allow the turning of the paper by the pupils when drawing. The general rules are especially applicable in regard to position and finger movement. With the use of the steps the teacher will secure good results.

MUSIC.

Commence Book Second of Jepson's Music Reader, and finish chapter 29. Write an occasional exercise to be sung in both clefs, in C, G, D, and all keys thus far introduced. Practice metre tunes in Appendix as far as possible. Drill fifteen minutes per day. Review definitions at the close of each term.

FIFTH YEAR OR GRADE.

LANGUAGE.

Scholars' Edition of "Lessons in English" to page 120. Use the Teachers' Edition as a guide in teaching. Continue the teaching of composition. Write abstracts of interesting events in history and biography. Teach pupils to make out a bill, write a receipt and order. Train them to be critics of themselves and of each other.

READING.

The Franklin Fourth Reader and other suitable reading matter, either in papers or books. Read carefully the direc-

tions given for lower grades, and be sure that your pupils *go forward.* Make the reading exercise a pleasure. The teacher can do this by preparing the lesson beforehand, and so being ready to explain difficult words and passages.

SPELLING.

Patterson's Speller. From page 54 to page 74. Have three written and two oral exercises each week.

WRITING.

Writing Books 2 and 3, with limited use of practice paper. Give particular attention to position and holding of pen.

ARITHMETIC.

Franklin Elementary, from Factors to the Appendix. Combine oral and slate exercises daily.

GEOGRAPHY.

Finish Harper's Introductory Geography. Draw maps of North America, South America, Europe, Asia and Africa. Make a reading lesson of the descriptive parts, and give necessary explanations. Study the causes which have conspired to make cities and towns great and prosperous. Make short imaginary journeys by land and water, visiting the famous cities and places of historical interest. Discover the relations existing between the climate of every country and its products. Use for reference Scribner's Geographical Reader and any other work which will enable the teacher to give life and interest to the subject.

DRAWING.

Charts Nos. 10 and 11. Application of curves and ellipses. The general rules are to be applied also in this grade for position, finger movement, comparing and making lines, and use of steps.

MUSIC.

Teach from chapter 29 to chapter 48, inclusive, Book Second. Spend four weeks each on chapters 30, 33, carefully observing directions previously given. Drill fifteen minutes each day.

SIXTH YEAR OR GRADE.

LANGUAGE.

Scholars' Edition of "Lessons in English," page 120 to page 192. Teach thoroughly all kinds of letter writing, such as letters of frienship, business, invitation, etc. Have occasional exercises in composition on interesting subjects. Teach carefully the abbreviations and diacritical marks in the Appendix. Remember to insist upon accuracy of speech in all exercises.

READING.

Franklin Intermediate Reader. Read previous instructions. Give some attention to the exercises for vocal drill in the early part of the Reader. Great pains should be taken to break up the faults of individuals.

SPELLING.

Patterson's Speller from page 74 to page 100. Have three written and two oral exercises each week.

WRITING.

Writing Books 3, 3½ and 4, with limited use of practice paper.

ARITHMETIC.

Franklin Written to Decimal Fractions, page 124. Pay particular attention to the form of bills.

GEOGRAPHY.

Harper's Common School Geography to page 63 and review. Draw New England, other sectional maps, and United States. Do not require the pupils to commit to memory the descriptive part. Read and explain the meaning of obscure words and passages. Make a careful study of the physical features of the U. S., page 24 to page 27. Make imaginary journeys to the chief cities of our country, and study the causes of their growth, their commerce, railroads, etc. Use such portions of Scribner's Geographical Reader as bear on the United States. Raise questions to be worked out at home, such as: What is the air made of? What happens

when air is heated or cooled? How are dew, mist, and cloud formed? Where do rain and snow come from? What becomes of the rain? How are springs formed? How is soil made? What is the origin of brooks and rivers? How are glaciers formed? Why is the sea salt? What is on the sea bottom? What is inside the earth? What is the cause of earthquakes and volcanoes? The teacher can find answers to all such questions in the Primer of Physical Geography, by Prof. Geikie.

DRAWING.

Charts Nos. 12 and 13. Application of curves and ellipses. The steps for the figures are to be used by pupils in comparing with their own work, thus learning to correct their own mistakes. The general rules for position, finger movement, lightness of lines, little use of rubber, and comparing, to be followed.

Charts Nos. 14 and 15. First attempt in shading. These two charts are introduced for giving more effect to the outline without spending much time in shading. The shading should be made with a medium pencil, whereas the outline is made with a hard pencil. The four figures are drawn on a large scale, and when drawn the same figures are made half the size, which will constitute the work for the year. The general rules laid down for grade IV will have to be followed.

MUSIC.

Teach Book Third, Jepson's Music Reader, through chapter 23. Each scholar is to write all the transpositions of the scale, teacher improvising single part exercises on the subject of each lesson. Intersperse metre tunes, and improvise exercises, introducing each new accidental.

SEVENTH YEAR OR GRADE.

LANGUAGE.

Teach "Language Lessons" as far as page 115. Have frequent exercises in composition and letter writing. Require pupils to correct their own mistakes. Insist upon the best efforts of each pupil in the way of neatness and legibility.

READING.

Franklin Fifth Reader. Observe previous instructions. Pupils should have learned by this time to enunciate clearly and express intelligently. Now seek to develop strong delivery and perfect command of the voice. Take some standard work of historical interest and have some member of the class read a little each day, the teacher calling attention to every obscure allusion.

SPELLING.

Patterson's Speller from page 100 to page 126. Have four written and one oral exercise each week.

WRITING.

Writing Books 4 and 4½, with limited use of practice paper. Review the forms as given in the Spencerian Manual.

ARITHMETIC.

Franklin Written, from Decimal Fractions, page 124 to Average of Payments, page 234.

GEOGRAPHY.

Finish Harper's Common School Geography and review. Draw the maps of North America, South America, Europe, Asia, and Africa. Pay careful attention to directions for grade VI. Strive to make this a living subject. Use Scribner's or Appleton's Geographical Reader, and other books which make the study real, and furnish pupils with a vivid conception of the countries of the earth, their inhabitants, national growth or decline, production, commerce, wealth, etc.

DRAWING.

Charts Nos. 16, 17 and 18. Exercises of architectural leaves for ornamental purposes, and circles for forming rosettes. The pupils are also required to collect various leaves so that they may become familiar with the different species. They may be grouped and drawn.

An original design is to be drawn by the pupil in the first week of December, and a second in the last week of April.

These designs should be composed of some elements (or forms) drawn during the foregoing lessons. The designs may form rosettes, titles, panels, etc.

The scroll is drawn towards the last of the winter term as a preparatory step for the next grade.

MUSIC.

The work is the same as for the previous year.

EIGHTH YEAR OR GRADE.

LANGUAGE.

Finish Swinton's Language Lessons, giving special attention to business letters and forms as indicated in the last part of the book. Teach analysis, parsing, and the correction of false syntax, the teacher using Swinton's and other grammars for reference.

READING.

Franklin Fifth Reader. Use the drill exercises in the early part of the book, especially those which teach *emphasis* and *pitch*. Teachers should require pupils to analyze each piece with reference to its style of composition, and read accordingly. As supplementary matter, Shakespeare's "Julius Cæsar" and "Merchant of Venice" are recommended.

SPELLING.

Patterson's Speller from page 126 to 160. Have four written and one oral exercise each week.

WRITING.

Writing Books 5, 6 and 7. Review the forms as given in the Spencerian Manuals.

ARITHMETIC.

Franklin Written, from page 237 to the Appendix. Eaton's, from page 124 to page 159. Make thorough work of Mensuration and review the whole book during the last term.

HISTORY OF UNITED STATES.

Anderson's Grammar School. Do not allow a single sentence to be memorized in the words of the book. Instead of assigning lessons by sections or pages, select for each recitation two or three topics, around which can be grouped many interesting facts. The teacher should also be prepared to suggest the names of such books and periodicals as will shed light on these topics. Large note books should be kept by the pupils in which they can put the information gathered by themselves and from each other during the recitation. "Barnes's Brief History" has a list of books for reference under each chapter, which teachers can use to advantage.

DRAWING.

Charts Nos. 18, 19 and 20. Exercises of circles, ellipses, scrolls and simple ornaments. Two original designs will be due, one in the first week in December, the second in the last week in April. The pupils in this grade having had regular practice in drawing, are expected to make some tasteful designs.

MUSIC.

The work is the same as for Grade VI.

TEXT-BOOKS USED IN THE PRIMARY AND GRAMMAR SCHOOLS OF NEW HAVEN.

Franklin Readers.
Patterson's Speller.
Franklin Arithmetics.
Knox's Elementary Lessons in English.
Swinton's new Language Lessons.
Harper's Geography.
Anderson's Grammar School History of the United States.
Webster's Dictionary.
Spencerian System of Penmanship.
Jepson's Music Readers.
Bail's System and Charts in Drawing.

THE HIGH SCHOOL.

TEACHERS.

T. W. T. CURTIS, Principal, 218 Orange st.
JAS. D. WHITMORE, Sub-Master, 147 Bradley st.
GEORGE L. FOX, 7 College st.
REV. CHARLES H. SIEBKE, 116 Wooster st.
VIRGINIA H. CURTIS, 218 Orange st.
MARY A. MARSHALL, 49 Grove st.
MARY W. STORRS, 30 Academy st.
LUCY R. BLISS, 201 Orange st.
ANNIE S. JOHNSON, 290 East Grand st.
SARA E. HUSTED, 146 Dixwell ave.
SUSIE S. SHERIDAN, 291 Orange st.
SARAH E. PORTER, 106½ Wooster st.
EFFIE E. STEVENS, 98 Wooster st,
HYLA C. ARMSTRONG, 125 Humphrey st.
BENJAMIN JEPSON, Music, 20 Grove st.
LOUIS BAIL, Drawing, 43 Park st.

WILLIAM H. CLARK, Janitor, 285 York st.

ORGANIZATION.

The High School comprises a Classical and an English department, the course of study in each occupying four years.

In the first, pupils are prepared for the Academical department of college. In the second, the range of study is broader and less technical, but includes three special objects, viz:

(*a.*) The preparation of boys for the Scientific department of college.

(*b.*) The training of pupils for commercial and general business by a thorough course in book-keeping and by other suitable studies.

(*c.*) The preparation of young ladies for the work of teaching.

In addition to these three special features, the English course includes such studies as tend to make intelligent men and women and good citizens.

The regular daily work of each pupil in the English department comprises three studies and a "general exercise" in either reading, writing, drawing, spelling, singing, composition or declamation.

Members of the "College Class" necessarily take four studies, and are excused from all general exercises except composition and declamation.

SPECIAL CLASS.

In addition to the "Regular Course" there is a "Special Class." This has been organized particularly for those whose imperfect health renders it unwise for them to undertake, or to continue the full amount of ordinary daily work.

Members of this department are required to be present only at the time of their recitation, and, if they choose, may have but a single study. They may also graduate eventually, with the same honors as others, the only difference being that a longer time is necessary for pursuing all the studies required for a diploma.

Pupils may at any time pass from the Special to the Regular Course. They may also be transferred from the Regular to the Special Course, upon the request of parents, with proper evidence of imperfect health. It would seem, therefore, that none need seriously suffer by over-work, if parents will only be judicious and promptly attentive to the health of their children. If pupils, when at home, give any indication of being over-tasked in school, parents are earnestly desired at once to communicate the fact to the Principal, and the needed change in study will be promptly made.

The Special Class also includes any who have graduated from the school, as well as those who have closed their connection with other schools, but who may wish, for a time, to pursue some particular study in an existing class.

In the first term of the Fourth Class, the study of Arithmetic is mainly a review, in order that those who come from different schools may be equally prepared for severer mathematical work. There are but three recitations in this study each week, all the class having a composition exercise the other two days.

In the intellectual work and methods of the school, constant reference is had to *Thought* and its *Expression*. Mere knowledge is worth little when sought as an end. It is only as it nourishes thought and right purpose that it is of value. The aim of the school, therefore, is not so much to communicate knowledge, as, by wisely using it, to stimulate intellectual life and to train the mind to right methods of action.

These results are sought, first, by a well considered plan of symmetrical study; second, by such modes of instruction as seem best suited to excite a thirst for knowledge, to quicken thought, and to furnish to the pupils practical examples of logical investigation and correct reasoning.

APPARATUS AND LIBRARY.

In the work of instruction valuable aids are furnished by a large and choice apparatus illustrating astronomy, chemistry and physics, by a well

classified cabinet of minerals and fossils comprising several thousand specimens, and by a very carefully selected library.

In chemistry and physics, pupils are expected to make their study intelligent and practical by personally performing before the class all the experiments described in their text books, in addition to many others original and selected.

The library contains more than 1,200 volumes. These have been carefully chosen with a view to illustrating and supplementing as efficiently as possible the personal instruction of teachers in all branches of study.

In addition to the reference library, which includes Dictionaries, Encyclopædias, critical studies in English Language and Literature, standard works in History, Science, etc., there is a good supply of general reading in Fiction, Biography, History, Literature, Travel, Poetry, etc. From this portion of the library, pupils are allowed, upon certain conditions, to draw books, which may be retained two weeks, and which thus find a welcome and useful circulation in the homes of the scholars.

It should be understood that half the cost of the library is met by an annual State appropriation. The same is true of the apparatus. The geological cabinet is private property.

TEXT-BOOKS USED IN THE HIGH SCHOOL.

MATHEMATICS.—Sanford's Analytical Arithmetic, Packard's Complete Course of Business Training, Loomis' University Algebra, Olney's University Algebra; Loomis' and Chauvenet's Geometry, Wheeler's Trigonometry.

HISTORY.—Smith's Smaller History of Greece, Leighton's History of Rome, Creighton's History of Rome, Bloss' Ancient History, Greene's Mediæval History, Modern History, Nordhoff's Politics for Young Americans.

PHYSICAL SCIENCES.—Maury's Physical Geography, Gray's School and Field Book of Botany, Hutchinson's Physiology and Hygiene, Cooley's Natural Philosophy, Steele's Fourteen Weeks in Chemistry, Steele's Fourteen Weeks in Geology, Steele's Fourteen Weeks in Astronomy.

ENGLISH LANGUAGE.—Webster's or Worcester's Dictionary, Swinton's School Composition, Patterson's Speller and Analyzer, Cathcart's Literary Reader, Hart's Composition and Rhetoric, Collier's History of English Literature, Shakespeare, and other classical English authors.

GREEK.—Hadley's Greek Grammar, White's First Lessons in Greek, Goodwin's Greek Reader, Homer's Iliad, Liddell & Scott's Greek Lexicon, Keep's Essential Uses of the Modes in Greek and Latin.

LATIN.—Allen and Greenough's Latin Grammar, Leighton's Latin Lessons, Jones' Latin Prose Composition, Harkness' Cæsar, Allen and Greenough's Cæsar, Searing's Vergil, Allen and Greenough's Vergil, Allen and Greenough's Cicero, Tozer's Classical Geography, Weller's Pocket Atlas of Classical Geography, Smith's Classical Dictionary.

GERMAN.—Otto's German Conversational Grammar, Leben und Tod des kleinen Rothkäpfchens, Neffe als Onkel, Maria Stuart.

FRENCH.—Keetel's French Grammar.

GENERAL EXERCISES.—Jepson's Music Reader, Bail's System and Charts in Drawing, Spencerian Writing Slips.

EXAMINATION FOR ADMISSION.

The annual examination of candidates for admission to the High School takes place in April, during the last week of the winter term.

Pupils residing in the city must be present at the regular examinations unless prevented by sickness. Those thus detained, and non-residents, may be admitted during the year for special reasons; but their qualifications must be such as to admit of their joining the classes at an advanced standing. New classes cannot be formed of pupils received at other times.

Applicants must be well prepared in Arithmetic, English Grammar, United States History, Geography, Reading, Penmanship and Spelling.

Pupils below the first class in the Grammar Schools are not received as candidates for examination, unless recommended by the Principal as in his opinion qualified for admission.

The examination is made under the direction of the Superintendent of Schools, with the assistance of the Master and Teachers of the High School.

The questions must be prepared by the Superintendent, and are to be submitted to the "Committee on Schools," for their approval, previous to examination. The questions are not to be restricted to the text-books used in the Schools, yet they will correspond in form and principles with those with which the pupil should be familiar from his previous instruction.

RULES OF THE BOARD.

1.—At the close of each school year pupils in the highest grade of the Grammar schools, who pass the prescribed examination, are promoted to the Hillhouse High School.

2.—Examination for the promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each school, under the direction of the Superintendent. All applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—Instruction may be given in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German, Greek and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4.—The particular order and manner in which instruction shall be given in the branches taught in the High School shall be arranged by the Superintendent and Principal of the school, subject to the approval of the Committee on Schools.

5.—Admission to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular course.

COURSE OF STUDY.

ENGLISH DEPARTMENT.

Classes.	Time. Each term 20 weeks.	Mathematics.	Science.	Modern Languages. Latin.	Eng. Lang. History.
Fourth	1st Term.	Arithmetic.	Phys. Geog. Botany.	French. German. Latin.	
Class.	2d Term.	Algebra. Book-Keep'g	Physiology.	French. German. Latin.	
Third	1st Term.	Algebra.		French. German. Latin.	Rhetoric and Study of Eng. An. Hist.
Class.	2d Term.	Algebra.	Science of Government.	French. German. Latin.	Med. Hist.
Junior	1st Term.	Geometry.	Physics.	Latin.	Mod. Hist.
Class.	2d Term.	Geometry.	Chemistry.	Latin.	Eng. Lit.
Senior	1st Term.	Higher Algebra.	Geology. Astronomy.	Latin.	Eng. Lit.
Class.	2d Term.	Trigonometry.		Latin.	

COURSE OF STUDY.

CLASSICAL DEPARTMENT.

Classes.	Time. Each term 20 weeks.	Latin.	Greek.	Mathematics.	History, Geog., Etc.
Fourth Class.	1st Term.	Grammar and Reader.	Botany or Phys. Geog.	Arithmetic and Book-K.	Roman Hist.
	2d Term.		Book-Keep'g	Algebra.	Physiology.
Third Class.	1st Term.	Cæsar.	Grammar and White's Lessons.	Algebra.	Rhetoric.
	2d Term.	Cæsar.		Algebra.	Greek Hist.
Junior Class.	1st Term.	Vergil.	Goodwin's Greek Reader.	Geometry.	Physics.
	2d Term.	Vergil.		Geometry.	Chemistry.
Senior Class.	1st Term.	Cicero.	Homer.	Mod. Hist.	French or German.
	2d Term.	Cicero.	Homer and Reviews.		
Summer.		Reviews.			

Exercises in Latin and Greek Prose Composition throughout the Course.

EXAMINATION OF CANDIDATES FOR THE HIGH SCHOOL, APRIL, 1882.

Arithmetic.

1. How many cords of wood at 5.12½ a cord must I give for 91.25 bushels of wheat at $1.40 a bushel, and 85 bushels of rye at $1.25 a bushel?
2. If 90 hogsheads of sugar weigh 56 T. 14 cwt. 3 qr. 15 lbs., what is the weight of a hogshead?
3. How many square feet in the four sides of a room 21½ feet long, 16½ feet wide, and 13 feet high?
4. When it is 12 o'clock M. at Rochester, N. Y., it is 9 h. 1 m. 37 sec. A. M. at San Francisco. The longitude of Rochester being 77° 51′ W., what is the longitude of San Francisco.
5. If by selling land at $150 an acre I lose 25 per cent. how must I sell it to gain 40 per cent?
6. Required the interest of $525 from April 1st, 1876, to June 24, 1880, at 8 per cent.
7. Find the compound interest of $840 for 2 yrs. 4 m. 12 d. at 12 per cent.
8. For what sum must a note be drawn for 2 m. 15 d. at 6 per cent., so that the proceeds when discounted at a bank may be $987?
9. What must be paid for a draft of $1500, payable 60 days after sight at 7 per cent., exchange being at ½ per cent. discount?
10. A, B and C were in partnership. A had in the business $5000 for 8 months, B $4000 for 12 months, and C $3000 for 15 months. The profits were $1330. How much ought each partner to receive?
11. A square field contains 14½ acres; required the length from one corner to the opposite corner.
12. The boundaries of a square and circle are each 20 feet. Which contains the most and how much?
13. Write a promissory note and an order for money.
14. How many barrels of water, 31½ gallons to a barrel, can be contained in a cylindrical tank 8 feet deep and 12 feet in diameter?

N. B.—Allow 9 credits for the last question and 7 for each of the others.

Language.

1. Give rules for forming the possessive singular and plural of nouns.
   Write the plural of the following nouns: footman; calf; moth; deer; sheep; staff; axis; beau; valley; son-in-law.
2. Define the different kinds of pronouns and write sentences illustrating the use of such.
3. Write four sentences, each containing a transitive verb in the active voice, and change the same sentences so that the verbs shall be in the passive voice.
4. Correct, if necessary, the following, and give reasons for the corrections:
   (*a*) If I was a teacher, I should give shorter lessons.
   (*b*) They will not go without she and I.
   (*c*) The rapidity of his movements were beyond example.
   (*d*) I expect you was out late last night.
   (*e*) Never bestow your favors grudging.
   (*f*) Every person should try to improve their mind and heart.
   (*g*) Do you use Webster or Worcester's Dictionary?
   (*h*) I visited Wilcox's & Hall's store.
   (*i*) "Reveries of a Bachelor" were written by Donald G. Mitchell.
   (*j*) Let each of them be heard in their turn.

5. Analyze the following sentence, and parse the italicized words:

"*Breathes* there the man with soul so *dead*
Who never to *himself* hath said,
This is my *own* my native *land?*"

6. Name and define the five modifications of verbs.

7. Give rules for the use of capital letters, and one example under each rule.

8. Describe briefly some entertainment you have attended during the past winter.

9. Tell about some book you have read or are reading; the name; the subject; the style; the information received; your opinion of it; any other works by same author.

10. Write a short letter to Brown, Bolton & Co., applying for a position in their store, stating your qualifications, etc.

History of the United States.

1. Name four English discoverers, describe one voyage of each, and state its results.

2. Give a full account of Henry Hudson and his first voyage of discovery.

3. Write a brief history of Connecticut from the Pequod War to the Union of the Colonies.

4. Give a short account of the "Stamp Act" and "Boston Post Bill."

5. Who was Benjamin Franklin, and what service did he render during the Revolution?

6. Give a brief account of the battle of Yorktown. What were the results of this battle? What were the terms of the treaty signed at Paris?

7. Name the leading events in the administrations of Washington and Jefferson.

8. Mention the causes which led to the Civil War. Describe the first battle of that war and state its results.

9. Explain the "Alabama Claims" and the "Geneva Award."

10. State the results of the Civil War, and give a brief history of our country from the close of that war to the present time.

Geography.

Maximum credits, 5 for each number.

1. What are the three facts by which we know that the earth is a sphere?

2. Name four principal mountain systems in Eastern Europe, and three in Western Europe.

3. What is a plateau? Which Continent has the greatest proportion of plateau surface? Which has the highest and most extensive plateaus?

4. Describe four navigable rivers whose sources are in or near Switzerland.

5. What is a Republic? Name one Empire and four Republics in the Western Hemisphere.

6. What are ocean currents? Describe two of the most remarkable.

7. How high does the atmosphere extend? Where is it most dense? At what height does plant life cease?

8. What title is given to the Sovereign of Russia? Of Prussia? Of Germany? Of Turkey? Of Japan?

9. From what countries do we import Coffee? Tea? Linens? Silk goods? India Rubber?

10. Over what waters and near what countries would a vessel pass in sailing from New York to Liverpool, thence to Marseilles, thence to Alexandria?

11. What and where are Biscay, Vienna, Sicily, Crimea, and Albert Nyanza?

12. Locate Moscow, Hamburg, Genoa, Liverpool, Port Said.

13. What does Oceanica include? What three great Archipelagoes? What continent? What large islands?

Draw a complete map of North America, and indicate thereon the following by their numbers:

1. Bahama Is.	8. James Bay.	15. Great Salt Lake.
2. Cuba.	9. Chesapeake Bay.	16. Montreal.
3. Nova Scotia.	10. Davis Str.	17. Boston.
4. Alaska Pen.	11. Missouri R.	18. Philadelphia.
5. Cape Farewell.	12. Columbia R.	19. St. Louis.
6. Sierra Nevada Mts.	13. Rio Grande.	20. New Haven.
7. Popocatapetl.	14. Lake Huron.	

Maximum credits, 20 for correct drawing, 15 for correct location of places.

HILLHOUSE HIGH SCHOOL.

Annual Examination, April, 1882.

The following embrace only a portion of the questions used:

FOURTH CLASS.

Botany.

1. Make a table, showing the classification of the Vegetable Kingdom through the subclasses, referring to their appropriate places, ferns, mosses, and seaweeds. (10)

2. Describe the stomata and give their use. (5)

Trace the circulation of the sap, from the time it is absorbed by the roots until it is assimilated. (5)

3. Why do farmers sometimes allow ground to remain uncultivated for a time? (5)

What simple experiment shows the spiral cells of plant fabric? (5)

4. Define the terms, runner, radiate-veined, raceme, syngenesious, hilum. (5)

Give characteristics of the order Violaceae. (5)

5. Refer to their proper orders the following: turnip, apple, caraway, peppermint, thoroughwort. (5)

How many kinds of oak grow in New Haven? Give the popular names of all you know by sight. (5)

Physiology.

1. Explain the fact that when the right side of the brain is diseased, the left side of the body and the right side of the face are affected. (6)

Why is the face involuntarily distorted when an intensely sour taste is perceived? (4)

2. Explain the construction, the action, and the use of the iris. (6)

How should foreign objects be removed from the ear, and what should be avoided in the process. (4)

3. What provisions are there in the body for preventing the rise of its temperature above 98°? (6)

What precaution should be taken in breathing when passing through a burning building, or any place where the air is very foul? (4)

4. Mention an injurious effect which alcohol has upon the brain and blood corpuscles. (2)

Draw a diagram illustrating the semilunar valves, and explain their action. (5)

5. Upon what portions of food do the different secretive fluids act in the process of digestion? (10)

Physical Geography.

1. What is the structure of the earth's crust and interior?(7) Explain the formation of the three classes of rocks and give examples of them.(5)

2. Give an account of the largest plain in North America in respect of extent, soil, and climate.(5) State what you can in regard to the formation of islands.(5)

3. Name localities in which petroleum, iron, and rock-salt are found.(3) Explain the origin of salt lakes.(3) Upon what does the velocity of a river depend?(3) For what is the Colorado River remarkable?(1)

4. Describe the Gulf Stream.(4) What are the causes of the trade winds?(6)

5. Advantages of mountains, rivers and lakes.(4) Mention some of the chief agricultural and mineral products of the United States, giving their localities.(7)

THIRD CLASS.

Rhetoric.

1. To what family of languages does the English language belong? What other names has this family? (2)

Give two examples of words of Saxon origin; two of Latin origin; two of French; two of Greek; ten from other sources, each of different origin. (7)

2. Rewrite the following, using largely words of Latin origin: A hungry fox saw some clusters of ripe black grapes hanging from a high vine. She tried all her tricks to get at them, but only wearied herself, for she could not reach them. At last she turned away, saying, "The grapes are sour, and not ripe as I thought them." (6)

What writers have used the largest number of Saxon words? (2)

What constitutes purity of diction? (5)

3. Criticise blasé, jeopardize, spirituel, skedaddle. (2)

Correct the following sentences, and give reasons:

I wish I could write like you do.

The cars have as good a right to be stopped as the carriage has.

The letter was very plainly directed, and I think it will be apt to come.

Neither of the twelve jurors could be induced to believe the man guilty.(6)

Give synonyms of *conceal*, with distinctions in meaning. (4)

4. Criticise and correct the following sentences:

I have done that which I have spoken to thee of.

He took it from, and would not return it to, the child.

As we walked through the beautiful streets, whose sides were lined with maple trees, whose leaves were just changing their color, we wondered whose taste had planted the town.

Mary asked her sister if she would bring her work-basket along, as she wanted to make something for her mother. (4)

Name eight of the principal rhetorical figures, and give an example of each. (6)

5. Criticise the following:

Her cheeks bloomed with roses and health.

And now, sir, I must embark into the feature on which this subject hinges.

——The Alps,
The palaces of nature, whose vast walls
Have pinnacled in clouds their snowy scalps. (3)

Write correctly the following:

So like a shattered column lay the king
not like that arthur who with lance in rest
from spur to plume a star of tournament
Shot through the lists of camelot and charged
before the eyes of ladies and of kings
then loudly cried the good sir bedivere
ah my lord arthur whither shall I go
where shall I hide my forehead and my eyes
for now I see the true old times are dead
when every morning brought a noble chance
and every chance brought out a noble knight. (5)

Political Science.

1. Correspondence between the character of a people and their government.
2. Reasons for strictly limiting the functions of government.
3. What should be the responsibilities and powers of the chief executive office?
4. The town meeting as the unit in our political system, and its character as a nursery of government.
5. The nature of property and capital.

Ancient History.

1. Give the events which make Nebuchadnezzar's reign famous. (3)
Name three other kings of Assyria. (1)
Extent of the kingdom of Cyrus the Great. (1)
Greatest extent of the Roman Empire. (1)
2. What noted event happened B. C. 490? B. C. 538? B. C. 753? A. D. 476? (1)
Who was the victor at Thymbra? Mycale? Cannae? Leuctra? (2)
Write a biography of any one of the following: Solon, Cyrus I., Aristides, Pompey. (3)
3. How many and what were the Punic Wars? Duration and result of each. (2)
Close of the career of Themistocles, Antony, Alcibiades, Julius Cæsar. (2)
Voyage in the reign of Pharaoh Necho. (1)
4. Explain the following: Agora, Scytale, Forum, Piraeus. (3)
Name four great men of Athens who were ostracized. Who was the last person ostracized? (1)
Give an account of the last battle of the Second Peloponnesian War. (2)
5. Draw a map of the States of Greece, and indicate five noted battle fields and two noted cities burned by the Persians. (5)

JUNIOR CLASS.

Physics.

1. (*a*) Name the three states of matter.
What are their chief characteristics?
Give examples of each state. (5)
(*b*) Illustrate the meaning of velocity by an example, and define the word. (5)
2. (*a*) Into what three groups may the forces of nature be divided? Illustrate. (5)

(*b*) A body is projected vertically with a velocity of 96 feet per second, how long will it remain in the air? (5)

3. (*a*) Explain the method of finding the specific gravity of a solid lighter than water. (5)

(*b*) Explain artesian wells. (5)

4. (*a*) Describe the construction and action of an air pump. (5)

(*b*) Describe the siphon, and explain why the flow of liquid is maintained. (5)

5. (*a*) What two kinds of energy are denoted by the word heat? (5)

(*b*) What are the two fixed points of temperature on a thermometer? How are they determined? (5)

(*c*) Why are gold, silver and copper coins stamped instead of being cast in moulds? (5)

English Literature.

1. What is the légend of the San Greal? Give an outline of the poem which Tennyson has founded upon it.

2. Give ten lines from any poet who wrote before the accession of James I. Criticise the extract. Write the same in prose.

3. What is the Gesta Romanorum? What are some of its contributions to modern literature?

4. How is the date when Lear and Midsummer Night's Dream were written, approximately determined? Sketch briefly the scene in Lear which you consider most impressive.

5. Locate the following and comment upon the italicised passages:

Be better suited:
These *weeds* are memories of those *worser* hours.

Where I have come, great *clerks* have purpos'd
To greet me with premeditated welcomes;
Where I have seen them shiver and look pale,
And, in conclusion, dumbly have broke off;
Out of this silence, yet, I picked a welcome.

To be worst
Stands still in esperance, lives not in fear;
The lamentable change is from the best.

Since thy outside looks so fair and warlike,
And that *thy tongue some 'say of breeding breathes,*
What safe and nicely I might well delay
By rule of knighthood, I disdain and spurn.

SCIENTIFIC CLASS.

Algebra.

1. (*a*) Remove the parentheses in the expressions:
$my-\{x+3y+[2my-3(x-y)-4ab]+5\}$ and
$2a\sqrt{y}-3m-[b\sqrt{x}-6n+(\sqrt{y}-2\sqrt{y})]$. (5)

(*b*) Factor: $x^4+x^2y^2+y^4$, x^6+y^6, $x+y$, $x^{16}-y^{16}$, and x^7+y^7. (5)

2. (*a*) Express as entire functions of y, the expressions:
$(3y^2-4y)x^3+y^3-(2y^2+1)x^2+(2y^3+5y^2-7)x-y^2-6$
and $(y^4-y^2)x^2+(y^2-y)x+y^2-1$. (5)

(*b*) Write the following fractions, so that the symbols x and y shall be positive in both terms.

$$+\frac{x-b}{c-y},\quad -\frac{a+x-b}{a-x+b},\quad \frac{a+b-x}{a-b+y}$$ (5)

3. (*a*) Write the first four terms in the developments:

$$\left(1+\frac{x}{y}\right)^{18}, \quad \sqrt{a^2-ax} \quad \text{and} \quad \frac{1}{\sqrt{1-x^2}}. \qquad (5)$$

(*b*) Solve the equation $\dfrac{\sqrt{ax}+\sqrt{b}}{\sqrt{ax}-\sqrt{b}} = \dfrac{\sqrt{a}-\sqrt{b}}{\sqrt{b}}$. (5)

4. (*a*) What factor will rationalize $\sqrt[3]{x}-\sqrt[3]{y}$? (5)

(*b*) Extract the square root of $57+12\sqrt{15}$. (5)

5. (*a*) Required the first term of an arithmetical series, whose 59th term is $-2\frac{1}{4}$ and 60th $= 1\frac{3}{4}$. (5)

(*b*) Insert 5 geometrical means between 2 and 1458. (5)

(*c*) If $a+b \propto a-b$, prove that $a^2+b^2 \propto ab$.

(*d*) Solve the equation $\sqrt{x-\frac{1}{x}}+\sqrt{1-\frac{1}{x}}=x$ (5)

Trigonometry.

1. Write the values of the trigonometric functions, in terms of the sides of the triangle. (5)
2. Write the reciprocal values of the functions. (5)
3. The minute hand of a clock is twelve inches, its extremity passes over how many inches in moving from one to two on the dial? Explain. (5)
4. Required functions of A, in the third quadrant, when $\tan A = \sqrt{3}$. (5)
5. Prove $\sin^{-}x+\cos^{-1}x=90°$. (5)
6. Prove $\tan 50° + \operatorname{ctn} 50° = 2 \sec 10°$. (5)
7. Required ϑ, when $\sin 3\vartheta + \sin 2\vartheta + \sin \vartheta = 0$. (5)
8. Write the formulas for the values of $\sin(a+b)$, $\cos(a-b$, $\sin\frac{a}{2}$, $\cos\frac{a}{2}$, $\sin 2a$, $\cos 2a$, $\tan\left(45°+\frac{a}{2}\right)$, and $\tan\left(45°-\frac{a}{2}\right)$. (5)
9. Find $\cos 105°$. (5)
10. Derive a method of finding sin and tan of 1′. (5)

German.

1. Translate:—Remain here till to-morrow.—I remained two hours at my friends'.—That English history has been written by a famous author.—I wrote a note to him.—I lent my book to some one, but I cannot remember who it was.

Ich blieb zwei Stunden auf dem Kaffeehause.—Wer hat jenes Buch geschrieben?

Parse the spaced words.

2. Translate:—Sobald der Sirocco zu wehen anfängt, zieht sich Jedermann in die Häuser zurück, macht Thüren und Fenster zu, oder behängt, in Ermangelung von Fensterscheiben, die Fenster und andere Oeffnungen mit nassen Tüchern und matten. In den Straßen sieht man keinen Menschen. Auch auf den Feldern richtet der Sirocco oft großen Schaden an, er versengt die Gräser und Pflanzen so, daß man sie zu Pulver zerreiben kann, als wenn sie aus einem heißen Ofen kämen. Glücklicherweise weht er nicht ganz nahe am Boden. Die Leute, welche in den Straßen und auf dem Felde sind, werfen sich deswegen auf den Boden nieder, und so thut er ihnen keinen Schaden.

3. Translate:—Warum haben Sie den Umgang jenes Mannes nicht gemieden? Wenn Sie geschwiegen hätten, so würden Sie Niemand beleidigt haben. Der Reisende war auf den Berg gestiegen, als ich ihn sah, stieg ich auch hinauf.—Die Sonne schien sehr warm, als wir den Berg hinab stiegen. Ein heftiger Sturm trieb unser Schiff an die Küste.

Parse the spaced words.

4. Translate:—

Der Räuber greift nach seinem Bogen,
Den schon die Nässe schlaff gezogen;
Er zielt und faßt den Pilger wohl,
Doch Wind und Regen sind zuwider,
Der Pfeil fällt matt vor dem darnieder,
Dem er das Herz durchbohren soll.
„O, Thor," läßt Zeus sich zornig hören, —
„Wird Dich der matte Pfeil nun lehren,
Ob ich dem Sturm zu viel erlaubt?
Hätt' ich Dir Sonnenschein gegeben,
So hätte Dir der Pfeil das Leben,
Das Dir der Sturm erhielt, geraubt."

5. Read for pronunciation.

SENIOR CLASS.

Mediæval History.

1. Beginning and end of the Middle Ages. (2)
Distinguishing characteristics of the period. (2)
2. Ancient name of France, and why so called. Why changed to France? (3)
Name first three Frankish dynasties, and the first king of each dynasty. (5)
What Frankish sovereign was a contemporary of Haroun al Raschid? (1)
3. Give the situation of the following places, and state, with date, why each is celebrated: Hastings, Crecy, Mecca. (5)
Claims of Edward III. to the throne of France. (2)
Explain the following: Kaaba, Feudalism, Magna Charta, Sluggard Kings, Koran. (5)
4. Extent of the Mohammedan Empire eighty years after the death of Mahomet. (2)
Extent of the empire of Charlemagne. (3)
For what is each of the following noted? Joan of Arc, St. Lewis, Du Gueschin, Richard Coeur de Lion, Haroun al Raschid. (5)
Taking of Constantinople, with date. (5)
5. Give an account of the founding of the city of Venice. (3)
Name the Kings of England from William the Conqueror to Henry VII. (5)
How many and what were the Crusades? Results. (3)
Give a brief account of the Saxon invasion of Britain. (4)

DRAWING LESSONS.

TIME TABLE FOR DRAWING INSTRUCTOR, 1882-83.

Lessons will be marked on the following: 1, General accuracy of work; 2, clearness of line; 3, least use of rubber; 4, best drawing from memory and original design.

FORENOONS.

MONDAY.

Washington School.

September	4, 11	February	5, 12
October	2, 9	March	5, 12
November	6, 27	April	2, 9
December	4, 11	May	7, 14
January	3, 15	June	4, 11

Skinner School.

September	18, 25	February	19, 26
October	16, 23	March	19, 26
November	13, 20	April	16, 23
December	18,	May	21, 28
January	22, 29	June	18, 25

TUESDAY.

High School.

September	5, 12	February	6, 13
October	3, 10, 17	March	6, 13
November	1, 14	April	3, 10
December	5, 12	May	8, 15
January	2, 9	June	5, 12

High School.

September	19, 26	February	20, 27
October	24, 31	March	20, 27
November	21, 28	April	17, 24
December	19,	May	22, 29
January	16, 23, 30	June	19, 26

WEDNESDAY.

Woolsey School, Lloyd.

September	6, 13	February	7, 14
October	4, 11	March	7, 14
November	1, 8, 29	April	4, 11
December	6,	May	9, 16
January	3, 10, 31	June	6, 13

Wooster School.

September	20, 27	February	21, 28
October	18, 25	March	21, 28
November	15, 22	April	18, 25
December	13, 20	May	23, 30
January	17, 24	June	20, 27

THURSDAY.

Hamilton School, Fair Haven East.

September	7, 14	February	1, 8
October	5, 12	March	1, 8
November	2, 9	April	5, 12
December	7, 14	May	10, 17
January	4, 11	June	7, 14

Webster School.

September	21, 28	February	15, 22
October	19, 26	March	15, 22, 29
November	16, 23	April	19, 26
December	21,	May	24, 31
January	18, 25	June	21, 28

FRIDAY.

Dwight School.

September	8, 15	February	2, 9
October	6, 13	March	2, 9
November	3, 10	April	6, 13
December	8, 15	May	11, 18
January	5, 12	June	8, 15

Eaton School.

September	22, 29	February	16, 23
October	27,	March	16, 23
November	17, 24	April	20, 27
December	22,	May	25,
January	19, 26	June	1, 22, 29

AFTERNOONS.

MONDAY.

Dix., Edw., Humph.		*Dix., Edw., Humph.*	
September	4, 11	February	5, 12
October	2, 9	March	5, 12
November	6, 13	April	2, 9
December	4, 11	May	7, 14
January	8, 15	June	4, 11

Grand St., Division.		*Grand St., Division.*	
September	18, 25	February	19, 26
October	16, 23	March	19, 26
November	20, 27	April	16, 23
December	18,	May	21, 28
January	22, 29	June	18, 25

TUESDAY.

High School.

September	5, 12	February	6, 13
October	3, 10, 17	March	6, 13
November	7, 14	April	3, 10
December	5, 12	May	8, 15
January	2, 9	June	5, 12

High School.

September	19, 26	February	20, 27
October	24, 31	March	20, 27
November	21, 28	April	17, 24
December	19,	May	22, 29
January	16, 23, 30	June	19, 26

WEDNESDAY.

High School.

September	6, 13	February	7, 14
October	4, 11	March	7, 14
November	1, 8, 29	April	4, 11
December	6,	May	9, 16
January	3, 10, 31	June	6, 13

High School.

September	20, 27	February	21, 28
October	18, 25	March	21, 28
November	15, 22	April	18, 25
December	13, 20	May	23,
January	17, 24	June	20, 27

THURSDAY.

West, Hallock, Davenport Av., Oak.

September	7, 14	February	1, 8
October	5, 12	March	1, 8
November	2, 9	April	5, 12
December	7, 14	May	10, 17
January	4, 11	June	7, 14

Greenwich, Carlisle, Ferry.

September	21, 28	February	15,
October	19, 26	March	15, 22
November	16, 23	April	19, 26
December	21,	May	24, 31
January	18, 25	June	21, 28

FRIDAY.

Cedar, Fair, Teach., Ger. English.

September	8	15	22	29
October	6	13		27
November	3	10	17	
December	8	15		22
January	5	12	19	26

Cedar, Fair, Teach., Ger. English.

February	2	9	16	22
March	2	9	16	29
April	16	13	20	27
May	11	18	25	
June	8	15	22	29

MUSIC LESSONS.

TIME TABLE OF VOCAL INSTRUCTOR, 1882–83.

MONDAYS.

A. M. Wooster School.
P. M. High School & St. Francis O. A.

September, 4, 18	February, 5, 19
October, 2, 16, 30	March, 5, 19
November, 13, 27	April, 2, 16
December, 11	May, 7, 21
January, 8, 22	June, 4, 18

ALTERNATE MONDAYS.

A. M. Hamilton School.
P. M. High School & Elm St. O. A.

September, 11, 25	February, 12, 26
October, 9, 23	March, 12, 26
November, 6, 20	April, 9, 23
December, 4, 18	May, 14, 28
January, 15, 29	June, 11, 25

TUESDAYS.

A. M. Webster School.
P. M. Edwards & Humphrey St. Schools.

September, 5, 19	February, 13, 27
October, 3, 17, 31	March, 13, 27
November, 14, 28	April, 10, 24
December, 12	May, 15, 29
January, 2, 16, 30	June, 12, 26

ALTERNATE TUESDAYS.

A. M. Fair Haven E. & Grand St. Schs.
P. M. Cedar St. School.

September, 12, 26	February, 6, 20
October, 10, 24	March, 6, 20
November, 7, 21	April, 3, 17
December, 5, 19	May, 8, 22
January, 9, 23	June, 5, 19

WEDNESDAYS.

A. M. Washington & Carlyle St. School.
P. M. German & Fair St. School.

September, 6, 20	February, 14, 28
October, 4, 18	March, 14, 28
Novem., 1, 15, 29	April, 11, 25
December, 13	May, 16, 30
January, 3, 17, 31	June, 3, 27

ALTERNATE WEDNESDAYS.

A. M. Eaton School.
P. M. Davenport Av. & Oak St. School.

September, 13, 27	February, 7, 21
October, 11, 25	March, 7, 21
November, 8, 22	April, 4, 18
December, 6, 20	May, 9, 23
January, 10, 24	June, 6, 20

THURSDAYS.

A. M. Dwight School.
P. M. High School & Ferry St. School.

September, 7, 21	February, 8, 22
October, 5, 19	March, 8, 22
November, 2, 16	April, 5, 19
December, 7, 21	May, 10, 24
January, 11, 25	June, 7, 21

ALTERNATE THURSDAYS.

A. M. Skinner School.
P. M. High School & Four Corners.

September, 14, 28	February, 1, 15
October, 12, 26	March, 1, 15, 29
November, 9, 23	April, 12, 26
December, 14	May, 17, 31
January, 4, 18	June, 14, 28

FRIDAYS.

A. M. Woolsey Sch. & Lloyd St. School.
P. M. Dixwell Avenue School.

September, 8, 22	February, 2, 16
October, 6, 27	March, 2, 16
November, 10, 24	April, 6, 20
December, 15	May, 11, 25
January, 5, 19	June, 8, 22

ALTERNATE FRIDAYS.

A. M. Hallock, West & Grn'ch Av. Schs.
P. M. Division St. School.

September, 15, 29	February, 9, 23
October, 13	March, 9, 30
November, 3, 17	April, 13, 27
December, 8, 22	May, 18
January, 12, 26	June, 1, 15, 29

Annual Musical Examination, April 2 to April 13 inclusive.

ANNUAL EXAMINATION IN MUSIC.

By B. JEPSON, Vocal Instructor.

1882.

To take place as nearly as possible on the regular days for music, commencing with March 28th, and ending April 8th.

The Annual Test exercise in sight singing will be placed on the blackboard by the vocal instructor. The scholars will also be examined by their respective teachers in STRICT conformity with the following

RULES.

Scholars examined from the Music Reader are *not to be informed* of the exercises to be read, or allowed to practice on them previous to examination.

Scholars not to be examined *continuously* on the same exercise or question.

Scholars not to be allowed to *correct* mistakes in reading.

Scholars who hesitate in reading may be prompted, but *such hesitations must count as failures.*

Scholars having a written examination, will *form the measures in advance*, music to be written only on one side of the paper; lead pencil to be used in writing. Rubber to be discarded.

Scholars must complete written exercises *at one sitting*, *each alteration* or *erasure* to count a failure. The syllables must be written over the notes at right angles with the Staff, and the letters underneath.

Each scholar will also answer *five* questions from the "Definitions Reviewed" of their respective grade in the Music Reader.

Teachers will ascertain and report to the Vocal Instructor the names of scholars in their respective rooms who have *never at any time* been able to sing the scale of eight sounds, also the number who have the ability to sing an exercise at sight.

Monotones must be notified in advance that they will be excused from singing the test exercise.

Teachers of rooms which are to sing two or more parts, will assign the parts, and make all necessary arrangements for seating the scholars who are to sing together, *in advance of the exercise.*

The examination by teachers, in all grades, will commence *immediately after singing the Annual Test exercise*, and so far as possible be concluded on the same day, and the *average result reported to the Principal without delay.*

Principals of schools will *incorporate* the averages thus obtained with the averages of other studies considered in reference to promotion.

The examination in music of candidates for the High School will be conducted by the vocal instructor in person.

Principals are requested to make timely requisition for blank Music Paper, seven four-paged sheets are needed for each room of the grade of 5, 6, 7 and 8, and nine four-paged sheets for rooms 9, 10, 11 and 12.

MARKING.

The marks for singing the Annual Test Exercise will not be made known until the conclusion of the examination in the entire city.

Perfect recitations to be marked **100.**

Each failure to count as follows: Rooms 1 and 2, 6 off; 3 and 4, 3 off and 6, 1 off; 7 and 8, ½ off; 9 and 10, ½ off; 11 and 12, ¼ off.

SCHEME OF EXAMINATION.

ROOM 1.—Will sing a single part exercise of 16 measures, Key of C, double time, *with quarter notes and half notes.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 18, by syllable, Exercises 136 to 142 inclusive, looking over the teacher.

ROOM 2.—Will sing a single part exercise of 16 measures, Key of C, 2 time, *quarter notes and half notes.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapters 24 and 25, Exercises 146 to 157 inclusive, looking over the teacher.

ROOM 3.—Will sing a single part exercise of 16 measures, Key of C, triple time, *quarter, half and dotted half notes, slur extension of scale, quarter rests.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 37, by syllable and letter, Exercises 237 to 245 inclusive.

ROOM 4.—Will sing a single part exercise of 16 measures, Key of C, quadruple time, embracing all points previously introduced, *with addition of whole note, third, repeat.* Each scholar will also read eight consecutive measures from the Music Reader, Book 1st, chapter 45, by syllable and letter, Exercises 324 to 332 inclusive.

ROOM 5.—Will sing a single part exercise of 16 measures, Key of G, triple time, embracing all previous points *with addition of eighth notes.* Scholars copy the same, writing over each note its appropriate syllable and under each note its appropriate letter. Time for writing limited to 30 minutes.

ROOM. 6.—Will sing a single part exercise of 16 measures, Key of D, quadruple time, embracing all previous points, *with addition of third with eighth notes.* Scholars to copy the same, writing syllables and letters. Time for writing limited to 30 minutes.

ROOM 7.—Will sing a two part exercise of 12 measures on Treble Clef, Key of A, $\frac{4}{4}$ time, embracing all previous points, *with addition of fourths with quarter notes.* Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 8.—Will sing a two part exercise of 8 measures on Treble and Bass Clefs, Key of E, $\frac{4}{4}$ time, embracing all previous points, *with addition of fourths with eighth notes, fifths with quarter notes.* Scholars to copy the same, writing syllables and letters. Time limited to 35 minutes.

ROOM 9.—Will sing a three part exercise of 12 measures, Soprano, Alto and Bass, Key of F, $\frac{4}{8}$ time, embracing all previous points, *with addition of fifths and sixteenth notes, sixths with eighth notes.* Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

ROOM 10.—Will sing a three part exercise of 8 measures, Soprano, Alto and Bass, Key of B, $\frac{4}{8}$ time, embracing all previous points, *with addition of sixths, with sixteenth notes, sevenths with eighth notes, triplets.* Scholars to copy the same, writing syllables and letters. Time limited to 45 minutes.

ROOM 11.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of E flat, $\frac{2}{2}$ time, embracing all previous points, *with addition of octaves, half beats, and two notes of different values to same beat.* Scholars to copy the same, writing syllables and letters. Time limited to 55 minutes.

ROOM 12.—Will sing a four part exercise of 8 measures, Soprano, Alto, Tenor and Bass, Key of A flat, $\frac{4}{8}$ time, embracing all previous points, *with addition of double dot and accidentals.* Scholars to copy the same, writing syllables and letters. Time limited to 55 minutes.

By order of

S. T. DUTTON, *Supt.*

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S REPORT.

Table showing the Attendance, etc., at all the Schools, during the Year, not including the Ungraded Schools.

SCHOOLS.	No. Teach.	No. Rooms.	No. Seats.	Total No. Registered	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
											Boys.	Girls.	All.				Ab.	Tardy.
Hillhouse High School,	14	8	427	597	358.3	350.2	.977	1	3166	90	2330	1689	1386	4	16	16.8	174	17
Webster,	14	12	600	757	574.1	540.6	.941	8	13409	399	1557	1145	455	15	18	11.3	91	40
Oak Street,	4	4	200	264	195.4	183.5	.937	12	4754	272	445	312	107	9	11	8.10	23	23
Davenport Avenue,	4	4	203	273	195.3	184.1	.942	----	4503	85	412	323	127	4	10	8.8	26	3
Webster District Totals,	22	20	1003	1294	964.8	908.2	.941	20	22666	756	2414	1780	689	28	39	9.7	140	66
Eaton District Totals,	18	16	821	987	765.5	727.5	.950	2	15187	485	2145	1816	968	36	60	10.4	232	66
Wooster,	14	12	602	763	554.8	522.6	.942	6	12819	665	1499	1148	411	29	46	10.2	64	75
Hamilton Street,	15	13	631	798	612.0	588.9	.962	8	9305	527	2678	2101	1515	24	47	9.5	70	35
Fair Street Training,	13	4	193	244	169.4	159.3	.940	----	4061	82	581	519	290	3	3	9.3	166	11
German-English,	2	2	106	163	102.3	97.7	.952	----	1772	171	360	254	134	4	5	8.2	----	1
Wooster District Totals,	44	31	1532	1968	1438.5	1368.5	.950	14	27957	1445	5118	4022	950	60	101	9.3	300	122
Dwight,	14	12	594	866	641.2	613.9	.957	7	10972	375	1894	1615	931	3	7	11.4	57	7
Dixwell Avenue,	8	7	345	510	305.5	286.2	.936	13	7757	806	1022	726	439	9	14	9.6	1	7
Division Street,	8	7	357	602	333.7	307.9	.923	1	10330	186	620	569	193	7	10	10.1	13	4
N. H. Orphan Asylum,	3	3	128	137	109.4	108.8	.994	----	212	5	1105	1090	1016	------	------	8.11	2	2
Dwight District Totals,	33	29	1424	2115	1389.8	1316.8	.947	21	29271	1372	4641	4000	2579	19	31	9.11	73	20
Skinner,	14	12	612	755	574.6	540.1	.940	12	13764	513	1387	1117	483	56	110	11.4	154	22
Edwards Street,	4	4	200	254	187.2	176.1	.941	6	4470	141	574	407	194	7	7	7.11	58	8
Humphrey Street,	4	4	197	251	167.8	157.7	.940	----	4079	104	352	558	191	3	3	7.8	23	13
St. Francis Orphan Asylum,	3	3	150	209	141.4	141.1	.998	----	114	----	942	766	1055	------	------	8.	----	----
Skinner District Totals,	25	23	1159	1469	1071.0	1015.0	.948	18	22427	758	3255	2848	1923	66	120	8.9	235	43
Washington,	14	12	600	612	524.5	493.2	.940	7	12668	472	----	----	458	26	45	12.6	335	65
West Street,	4	4	197	279	189.1	182.7	.966	1	2612	222	----	----	399	10	11	7.8	46	6
Carlisle Street,	4	4	200	258	182.4	172.9	.948	1	3706	196	----	----	222	10	13	7.6	16	13
Greenwich Avenue,	4	4	200	261	177.1	168.2	.949	1	3564	222	----	----	370	5	6	7.6	3	13
Hallock Street,	7	7	348	439	331.8	316.9	.955	6	5974	424	----	----	411	17	26	8.6	61	21
Cedar Street Training,	22	8	407	534	375.7	355.2	.945	12	8234	378	----	----	346	29	44	9.9	76	19
Washington District Totals,	55	39	1952	2383	1780.6	1689.1	.949	28	36748	1914	----	----	2206	97	145	8.11	537	137

SUMMARY OF STATISTICS ACCOMPANYING THE SUPERINTENDENT'S ANNUAL REPORT—Continued.

Table showing the Attendance, etc., at all the Schools, during the Year.

SCHOOLS.	No. Teach.	No. Rooms.	No. Seats.	Total No. Registered	Average No. Registered	Average Daily Attendance.	Per Cent. Attendance.	No. Transferred.	No. Absences.	No. Tardy.	No. of half days without Absence or Tardiness.			No. Truants.	No. Truancies.	Av. Age. Y. M.	Teachers.	
											Boys.	Girls.	All.				Ab.	Tardy.
Woolsey,	14	12	636	785	600.1	573.5	.956	8	10642	655	2039	1399	726	18	33	10.10	51	60
Grand Street,	7	7	348	400	305.2	288.8	.946	4	6515	200	833	1000	362	20	45	10.5	30	14
Lloyd Street,	4	4	200	317	232.1	222.6	.959	1	3791	192	604	569	270	10	16	8.4	3	5
Ferry Street,	4	4	198	283	192.7	183.2	.957	5	3789	339	529	562	265	4	5	8.4	8	16
Center Street,	2	2	108	223	80.6	74.4	.923	----	2486	266	169	259	94	2	6	8.11	15	4
Quinnipiac Street,	2	2	93	82	57.4	54.4	.948	1	1219	163	334	357	159	2	3	9.9	10	----
Woolsey District Totals,	33	31	1583	2090	1468.1	1396.9	.951	19	28442	1815	4508	4146	1876	56	108	9.2	117	99
UNGRADED SCHOOLS.																		
Whiting Street, Webster District,	1	1	55	125	36.3	35.0	.965	4	544	316	----	----	83	48	61	12.	----	----
Fair Street, Wooster District,	2	1	98	136	56.7	50.0	.882	11	2662	326	----	----	8	46	63	10.1	5	----
Grand Street, Woolsey District,	1	1	50	55	29.2	25.4	.871	----	1510	212	----	----	6	25	34	11.9	----	----
Goffe Street, Dwight District,	2	2	78	54	33.9	31.2	.955	----	327	85	----	----	54	3	16	12.0	----	----
Ungraded Totals,	6	5	281	370	156.1	141.6		15	5043	939	----	----	151	122	174	11.6	5	----

SUMMARY OF STATISTICS, BY SUB-DISTRICTS, INCLUDING THE UNGRADED SCHOOLS.

Hillhouse High School,	14	8	427	597	358.3	350.2	.977	1	3166	90	2330	1689	1386	4	16	16.8	174	17
Webster District,	22	20	1003	1294	964.8	908.2	.941	20	22666	756	2414	1780	689	28	39	9.7	140	66
Eaton District,	18	16	821	987	765.5	727.5	.950	2	15187	485	2145	1816	968	36	60	10.4	232	66
Wooster District,	44	32	1532	1968	1438.5	1368.5	.950	14	27957	1445	5118	4022	950	60	101	9.3	300	122
Dwight District,	33	29	1424	2115	1389.8	1316.8	.947	21	29271	1372	4641	4000	2579	19	31	9.11	73	20
Skinner District,	25	23	1159	1469	1071.0	1015.0	.948	18	22427	758	3255	2848	1923	66	120	8.9	235	43
Washington District,	55	39	1952	2383	1780.6	1689.1	.949	28	36748	1914	----	----	2206	97	143	8.11	537	137
Woolsey District,	33	31	1583	2090	1468.1	1396.9	.951	19	28442	1815	4508	4146	1876	56	108	9.2	117	99
Ungraded Schools,	6	5	281	370	156.1	141.6	.908	15	5043	939	----	----	151	122	174	11.6	5	----
Totals for 1881–82,	250	203	10182	13273	9392.7	8913.8	.949	138	190907	9574	24411	20301	12728	488	792	10.5	1813	570
Totals for 1880–81,	230	192	9661	12434	8879.1	8356.7	.942	144	209572	10057	22833	19707	11628	407	683	10.7	1707	598
Totals for 1879–80,	223	184	9382	11897	8356.2	7931.0	.949	160	170227	7561	24971	22059	14081	507	865	10.6	1302	580
Totals for 1878–79,	212	174	8892	11198	8165.2	7704.0	.944	123	178022	7320	18385	17333	12203	442	767	10.7	838	576
Totals for 1877–78,	206	169	8636	11243	7896.4	7588.6	.951	169	113660	6499	28068	25966	14417	570	1020	10.7	1306	446

PERFECT ATTENDANCE.

The following Table presents all rooms in which *all the pupils* have been present 100 half days or more during the year.

N. B.—Perfect attendance cannot be counted if, for any cause, any pupil is not in seat at the hour of commencing School (9 o'clock A. M. and 2 P. M.), or is dismissed before the hour of closing (12 and 4 o'clock).

RANK.	SCHOOLS.	ROOMS.	TEACHERS.	No. half days in 1881-82.			No. half days in 1880-81.			YEARS.
				All.	Boys.	Girls.	All.	Boys.	Girls.	
1	High,	7b	Geo. L. Fox,	296	348	330	*	*	*	1
2	Dwight,	3	Emma Lincoln,	280	326	280	*	*	*	1
3	High,	1	Lucy R. Bliss,	245	341	261	280	*	*	6
4	Hamilton,	12	Rita Shea,	240	318	275	168	310	184	3
5	High,	4	S. E. Porter,	212	237	267	131	170	231	6
6	Hamilton,	9	M. Gertrude Roach,	195	321	212	*	*	*	1
6	Greenwich Av.	4	E. E. Johnson,	195	266	234	*	*	*	1
7	"	11	Cornelia Clinton,	174	253	201	140	234	175	3
8	"	10	Celestine Wall,	170	254	175	115	183	221	2
9	"	1a	M. E. Dallaher,	166	246	229	*	*	*	1
10	High,	5	Sara E. Husted,	160	356	179	126	208	216	10
11	"	2	Effie E. Stevens,	151	255	233	126	232	192	5
11	Woolsey,	12	Julia A. Willard,	151	254	220	*	*	*	1
12	Fair Street,	4	Fannie M. Ullman,	150	239	211	138	243	206	2
13	High,	3	Mary W. Storrs,	140	328	140	125	250	174	3
13	Dwight,	12	Georgina Norman,	140	247	202	*	*	*	1
14	Hamilton,	8	Clementine Kenny,	137	222	202	109	209	159	3
15	Dixwell Av.,	5	A. G. Kennedy,	135	238	187	109	159	176	8
15	Hallock,	7	L. A. F. Pinney,	119	227	177	*	*	*	1
16	West,	3	Clara E. Burwell,	116	192	204	102	196	176	8
16	Skinner,	12	Sarah A. Tucker,	118	255	161	117	256	159	2
17	Eaton,	10	Mary F. Leary,	114	193	177	*	*	*	1
18	Hamilton,	1	M. Cyril Welch,	112	210	129	*	*	*	1
19	West,	4	L. M. Bedell,	109	224	183	103	210	154	7
19	Eaton,	10	Ida L. Henry,	109	193	214	*	*	*	1
20	Webster,	12	Ada T. Somers,	105	254	138	*	*	*	1
21	Quinnipiac,	2	Hattie L. Smith,	105	185	207	*	*	*	1
22	Eaton,	7a	Jessie F. Crane,	102	176	178	*	*	*	1
23	Ferry Street,	4	Fannie L. Rice,	101	189	143	*	*	*	1

NAMES OF PUPILS

Who have been present every SCHOOL SESSION during the past year or longer.

HIGH SCHOOL.

No. 7. Clara L. Barnum, 2 years,
Mary H. Bishop,
Nellie I. Brooks, 5 years,
Agnes D. Brown, 3 years,
Ellen E. Carr, 3 years,
Mary A. Conlan,
Anna C. Gower,
Jennie Henry, 4 years,
Eleanor M. Howd,
Mary Anne Maher,
Tillie M. Ryder,
Clarine L. Warner,
George S. Adams,
James T. Moran, 11 years.
Florence E. Disbrow, 6 years
Clara Feuchtwanger, 2 years,
Maggie I. Galbraith,
Elvena L. Kaehrle,
Fannie E. Rich,
Christine S. Richards, 2 yrs.
Lewis E. Cadwell, 3 years,
Lawrence J. Carmalt,
Horace A. Chidsey,
Clarence L. Clark,
Frank S. Harrison,
No. 7*b*. George H. Bunnell,
No. 5. Ella M. Augur,
No. 5. Mary E. Kelly,
Lillie B. Hull,
Dora E. Alling,
Annie L. Mann,
Alice E. Reynolds,
Merton P. Stevens,
George L. Warren,
William D. Johnson,
No. 6. Jessie M. P. Rowe,
Annie B. Kelly,
Ethel D. Hall,
Kate M. Tuttle, 3 years,
Anna M. Widmann,
Lizzie K. Oberer,
Henrietta Wesley, 2 years,
Frank A. Raymond,
No. 4. Jennie C. Miller,
Wm. C. Dickinson,
No. 3. Julia A. Heaney,
Mary E. O'Gorman.
Frank A. Busse,
No. 2. John H. Klock,
Charles A. Tuttle,
Lottie E. Loveland,
No. 1. Mattie W. Cornwall,
Mary E. Kinsella.

WEBSTER SCHOOL.

No. 12. Mortimer Atwater,
John Cannon,
Hippolyte Gruener, 5 years,
Henry Marzi, 2 years,
Clarence Twitchell, 2 years,
Albert Widmann, 4 years,
Cornelia Andrews, 2 years,
Daisy Bartlett, 1 year,
Alice McQuaid, 2 years,
No. 10. Frank Cannon, 2 years,
Willie Munson,
Jakie Greenbaum,
No. 9. Emil Ingold,
No. 9. Arthur Kennedy, 2 years,
Julius Plantin, 2 years,
No. 8. Emma Moeler,
No. 7. Selena Altmann,
Fannie Rogowski,
George Starkweather,
Lizzie Wohlfarth,
No. 6. Emma McDonald,
Lulu Reif,
No. 5. Jessie Ormsby,
No. 3. Herman Wohlfarth,
No. 2. Bennie Butcher,
Henry Hillman.

EATON SCHOOL.

No. 12. Mamie Hogan,
Thomas Farley,
John Smith,
No. 11. George Spanutius,
Myrtie Pickering,
Joseph DeLee,
No. 10. Jessie Hine,
James Halligan,
John Leavesly,
Hermann Hoffmeister,
John Kennedy,
No. 9. Daniel Cox,
Lizzie Hugo,
No. 8*a*. Edith Downs,
Frank Beecher,
Charles Borne,
No. 8. Henry Bradley,
Willie Buck,
Theodore Hoffmeister,
Isaac Heller,
John Kane,
Emma Hawley,
Florence Doolittle,
No. 7*a*. Nellie Jackson,
Ida Marcus,
Annie Hogan,
Lizzie Bernstein,
Minnie Bernstein,
Solomon Kern,
No. 7*a*. Maurice Sheahan,
William Rourk,
No. 7. Michael Flanagan,
No. 6. Maggie Cannon,
Willie Hasse, 2 years,
Willie Egan,
Eddie Hogben,
Mamie Neumark,
No. 5. Fred Beecher,
Sylvia Bonole,
Teresa Hoffmeister,
Carrie Kolterman,
Arthur Langer,
Frank McCabe,
Minnie Nusbaum,
Arthur Herman,
No. 4*a*. August Dill,
Theodore Keiler,
Leroy Bradley,
No. 4. Charlie Cannon,
Dinna Huebner,
Eddie Loundes,
Jimmie Maroney,
Jimmie Muldoon,
No. 3*a*. Annie Hoffmeister,
John Conlan,
Charles Everetz,
No. 3. Theodore Besser,
Nicholas Kretz.

WOOSTER SCHOOL.

No. 12. Harry Raymond,
Elise Pallman,
Lily Gampbell,
No. 11. Dora Miller,
No. 10. George Lawton,
No. 9. Walter Clark,
Harry Galbraith,
James Maher,
No. 8. August Schinzel,
No. 7. Louisa Schinzel, 2 years,
Josie Dayall,
No. 7. John McNamara.
No. 6. John Falby, 2 years,
Eugene Palman, 3 years,
No. 5. John Bromin,
John Harvey,
Freddie Wackel,
No. 4. Charlie McGovern,
No. 3. Josie Carroll,
Theodore Palman,
No. 2. Jimmy Geney.

HAMILTON SCHOOL.

No. 10. David Cushin,
Gerald Kinsella,
Willie Moakley,
Joseph Morrissey,
Maggie McKeon,
No. 9. Nellie Riley,
No. 8. Mary McGinness,
Maggie Cummings,
John Harrigan,
No. 7. Annie Murray,
No. 6. Katie Shanley,
No. 5. Annie Everhart,
Rosie Morey,
Robert McGrail,
Michael Kelly,
Owen Rourke,
John Cavan,
No. 4. Nellie McGinness,
Matthew McKeon,
Thomas Tyrill,
Joseph Cummings,
No. 3. Katie Murray.

FAIR STREET SCHOOL.

No. 4. Bertha Raymond,
Charlie Bickford,
Freddie Neabee, 2 years,
No. 3. Frankie Carter, 2 years,
No. 3. Charlie Walker,
No. 2. Eddie Brightman,
Lena Schinzel,
Henry Hartung.

DWIGHT SCHOOL.

No. 12. Sadie Pratt,
Alice Tisdale, 2 years,
Walter Donovan,
Charlie Gunn,
Joseph Rice, 3 years,
No. 11. Annie Wangner,
Tessie Donovan,
Frank Rich,
Jerry O'Connor,
Willie Merrow,
No. 10. Katie Bristol, 2 years,
Jenny Cooper,
Ora Cox,
No. 9. Frank Russell,
Clara Davidson,
No. 7. LeRoy Hildreth,
Clarence Beebe,
No. 6. Adelbert Dewey,
Lena Gorham,
No. 5. Willet Rowe,
Milnor Rowe,
No. 4. May Hildreth,
Mary McManus,
Annie Wilson,
Charlie Voos,
No. 3. Rita Palmer.

DIXWELL AVENUE SCHOOL.

No. 6. Willie McFarland,
Annie Geelan,
No. 5. James Pierce,
Russell Ford,
No. 5. Mabel Ferris,
No. 3. Tommie Coleman,
No. 2. May Sinclair.

DIVISION STREET SCHOOL.

No. 7. Arthur Bill, 4 years,
Samuel Curtis,
Nellie Reed,
No. 7. Ella Hill,
Lulu Scranton.

GOFFE STREET SCHOOL.

No. 2. John Hull,
John Cody,
James Allen,
Wadsworth Ladieu,
No. 2. Alexander Smith,
Isaac Smith,
Leonard Knox,
Robert Goldsburough.

GERMAN ENGLISH SCHOOL.

No. 2. Carl Heinicke,
Richard Pieper,
No. 2. Kate Gauggel,
No. 1. Max Hamm.

SKINNER SCHOOL.

No. 12. Lyla Scranton, 4 years,
Maggie Thiebear, 8 years,
Meta Unger,
Matthew Hickey, 2 years,
Frank Beckley, 5 years,
No. 11. Willie Stevens,
No. 9. Jacob Luft,
Willie Scharf,
No. 6. Edith Dexter,
Katie Lawrence.

EDWARDS STREET SCHOOL.

No. 4. Carrie Hubbell,
No. 3. Charles Jackson,
Henry Hubbell,

No. 3. Willie Daley
Josie Fazier.

HUMPHREY STREET SCHOOL.

No. 4. Edward Hickey,
Lizzie Michael,

No. 3. Freddie Benton,
Charlie Wirtz.

OAK STREET SCHOOL.

No. 4. Harry McQuaid, 2 years,
Ellsworth Platt, 2 years,
Carrie Richter,

No. 3. Bertie Clark,
Eliza Riger.

CEDAR STREET SCHOOL.

No. 6. Alfred Milander,
Isadore Sugenheimer,
No. 5. Jennie McCarthy,
No. 4. Freddie Joslin,
Phillie Flood,

No. 3. Bennie Hubbard,
Freddie Berquist,
Susie Colligan,
No. 2. Jennie Bowen.

WASHINGTON SCHOOL.

No. 12. Joseph Bowden,
John Moran, 2 years,
Sarah Gunnip,
Carrie Sweet,
Lizzie Warren, 2 years,
No. 11. Mary Mason, 4 years,
No. 10. Lizzie Donnelly,
Amy Northrop,
Jennie Richards,
No. 9. Charles Hellrigel,
No. 7. Jennie Moran, 2 years,
No. 6. Lizzie Heenan, 2 years,
No. 5. Willie Forster,

No. 5. Henry Frederick,
No. 4. Mamie Casey,
No. 3. Nellie Mason, 4 years,
No. 2. Harry Lee,
George Gibson, 2 years,
Harry Meshural, 2 years,
No. 1. Jimmy Flaherty,
Herbert Alstrum,
Georgie Newton,
Tesie Casey,
Minnie Hellrigel,
Mary McCue.

HALLOCK STREET SCHOOL.

No. 7. Thomas Moran,
Joseph Faulhaber,
Hattie Butricks,
Hugh Keefe,
No. 6. Mattie Castle,
No. 5. Willie Golden,
James McKiernan,
Thomas Bergin,

No. 5. Lizzie Moehl,
No. 4. Philip Huber,
Minnie Moran, 2 years,
Jimmie Mealia, 2 years,
No. 3. Eddie O'Meara,
Frankie Shanley,
No. 2. Willie Ehle,
Annie Farrell.

CARLISLE STREET SCHOOL.

No. 4. Laura Osborn,
Mattie Farren,
No. 3. Lewie Porter,

No. 2. Henry Buck,
Annie Shea.

GREENWICH AVENUE SCHOOL.

No. 3. Harry Barrett.

WEST STREET SCHOOL.

No. 4. Eddie Frederick,

No. 3. Maggie Evers.

WOOLSEY SCHOOL.

No. 12. Curtis Bushnell,
Albert Loveland, 4 years,
Mary Blatchley,
Katie Evans,
Jennie Konold,
Mary Robinson, 2 years.

No. 11. Hattie Spohr,
John Dwyer,
William L. Harrison,

No. 10. Henry E. Ellenberger,
Bridget Callinan,
Mary Morris,

No. 9. Maud Evans,
Mary Hope,

No. 9. Jennie Boucher, 2 years.

No. 8. Ella Blakeslee,
Ida Burnham,
John Casey,

No. 7. Patrick Foley,
Charles Greenfield,

No. 6. Clarence Kilbourne, 2 years,
John Kinney, 2 years,
Frank Murray, 2 years,
Katie Prella,

No. 5. Charlie Bruce,

No. 4. James Boucher.

No. 2. Edie Konold,

No. 1. John O'Brien,

GRAND STREET SCHOOL.

No. 6. Lizzie Zapp,
Bertie Rowe.

No. 5. Walter Kelley,
George Thompson,
Annie Hulce,

No. 3. Ettie Rowland,
John Doohan,

No. 2. Frank Grannis,

No. 1. Grace Wicks,

LLOYD STREET SCHOOL.

No. 4. Wilfred Keast,
Mary Heaney.

No. 3. Dora Jenner,

No. 3. Willie Landy,

No. 2. Alfred Keast,
Lizzie Standish,

FERRY STREET SCHOOL.

No. 4. Josie Healy,
John Keyes.

No. 3. Willie Merwin,

No. 1. Eddie Whitman,

QUINNIPIAC STREET SCHOOL.

No. 2. Harry C. Wedmore.

No. 1. Bennie Hussion,

CENTER STREET SCHOOL.

No. 2. Eddie H. Farren.

TEACHERS APPOINTED FOR THE YEAR 1882-83.

WITH THEIR SALARIES AND RESIDENCES.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HILLHOUSE HIGH SCHOOL.		T. W. T. CURTIS, *Principal*,	$2,700	218 Orange.
		JAS. D. WHITMORE, *Sub-Master*	2,500	147 Bradley.
		Geo. L. Fox, *Classical Teacher*,	1,800	7 College.
Orange Street, cor. Wall.		Chas. H. Siebke, *German T.*	800	116 Wooster.
		Virginia H. Curtis,	1,200	218 Orange.
		Mary A. Marshall,	800	65 Grove.
		Mary W. Storrs,	780	30 Academy.
		Lucy R. Bliss,	780	251 Church.
		Annie S. Johnson,	780	290 E. Grand.
		Sara E. Husted,	780	146 Dixwell av.
		Susan S. Sheridan,	780	291 Orange st.
		Sarah E. Porter,	780	65 Grove.
		Effie E. Stevens,	780	98 Wooster.
		Hyla C. Armstrong,	600	125 Humphrey.
			$15,860	
		WEBSTER DISTRICT.		
WEBSTER SCH.		JOHN G. LEWIS, *Principal*,	$2,500	258 George.
	12	Ada T. Somers,	725	186 Goffe.
George Street, cor. York.	12	Mary E. Andrew,	400	80 Ward.
	11	Clara Hurlburt,	675	112 Temple.
	10	Julia A. Malcolm,	650	12 Gill.
	9	Eva L. Griffing,	630	188 Wooster.
	8	Anna R. Hubbell,	620	32 Dow.
	7	Frances E. Jackson,	600	12 Warren.
	6	Eliza A. Benham,	560	173 Oak.
	5	Hattie Schulafer,	500	119 State.
	4	Ruth Gorham,	480	103 Minor.
	3	Fannie I. Wheeler,	460	105 Dwight.
	2	H. Josie Hewson,	400	98 Carlisle.
	1	Fannie E. Graves,	600	112 Temple.
			$9,800	
OAK ST. SCHOOL.	4	Louise G. Wolcott,	$630	101 Sylvan av.
	3	Lottie Gorham,	400	103 Minor.
cor. Greenwood.	2	Laura E. Lampson,	450	15 Park.
	1	Mary J. Alden,	600	63 Kensington.
			$2,080	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
DAVENPORT AV. SCHOOL.	4	Lizzie M. Healy,	$630	16 Factory.
	3	Marie A. Mallahan,	460	90 Asylum.
	2	Augusta E. Siebke,	450	116 Wooster.
cor. Asylum.	1	Emma F. Weld,	600	99 Wall.
			$2,140	
WHITING ST. SCHOOL.	1	Henry W. Loomis,	$1,100	F. Haven, East.
		EATON DISTRICT.		
EATON SCHOOL.		ALBERT B. FIFIELD, *Principal*	$2,000	84 Hall ~~157 Orange.~~
	12	Eunice K. Armstead, 3.625	725	67 William.
Jefferson Street.	12	S. Lizzie Briggs, 2	400	636 State.
	11	Julia A. Bidwell, 3.375	675	5 Osborn.
	10	Ida L. Henry, 3.25	650	9 Audubon.
	9	Mary J. Bronson, 3.15	630	23 Trumbull.
	8*a*	Nellie L. Bonney, 3.10	620	67 William.
	8	Heppie E. Goodrich, 3.10	620	141 Church.
	7*a*	Jessie F. Crane, 3	600	119 Greene.
	7	Mary C. Durrie, 3	600	188 Temple.
	6	Joanna M. Flanagan, 2.80	560	50 Chapel.
	5	Gertrude M. Mann, 2.50	500	577 State.
	4*a*	Mary F. Frisbie, 2.40	480	88 Lyon.
	4	Ellen A. Gower, 2.40	480	307 Grand.
	3*a*	Hattie E. Barnes, 2	400	93 Chapel.
	3	Mary F. Leary, 2.30	460	~~24 Locust.~~ 190 Wallace
	2	Hattie Barker, 2	400	31 Wooster.
	1	Mary J. Hayes, 3	600	660 State.
			$11,400	
		WOOSTER DISTRICT.		
WOOSTER SCH.		FRED'K E. BANGS, *Principal*,	$2,200	10 College.
	12	Augusta Crane,	725	122 Chapel.
Wooster Street,	12	Hattie P. Cowell,	400	6 Home Place.
cor. Wallace.	11	Jennie S. Burlock,	675	78 Whalley av.
	10	Ella F. Healy,	650	66 St. John.
	9	Minnie T. Bird,	630	85 Chapel.
	8	Emma E. Burwell,	620	376 George.
	7	Blanche Parker,	600	63 Greene.
	6	Mary C. Gorham,	560	13 Warren.
	5	Mary A. McCheane,	450	3 Brewery.
	4	Josephine H. Thatcher,	450	38 Chestnut.
	3	Katie R. Smith,	460	82 Wallace.
	2	Cornelia Hurlbut,	450	134½ Olive.
	1	Harriet C. Miles,	600	245 Whalley av.
			$9,470	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
HAMILTON ST. SCHOOL.		CELESTINE WALL, *Principal*,	$1,200	267 Franklin.
	12	Rita Shea,	725	" "
	12	Anna P. Day,	450	10 College.
Between Wallace and Hamilton.	11	Cornelia Clinton,	675	267 Franklin.
	10	Helena Charlton,	650	" "
	9	Gertrude Roach,	630	" "
	8	Clementine Kenney,	620	" "
	7	Germain Whelan,	600	" "
	6	Patricia Carney,	560	" "
	5	Maria Murray,	520	" "
	4	Sylveria Flynn,	480	" "
	3	Ambrosia Coonan,	460	" "
	2	Mary E. Hall,	450	85 Grand.
	1a	Mary E. Dallaher,	450	92 Bradley.
	1	Cyril Welch,	600	267 Franklin.
			$9,070	
FAIR STREET TRAINING SCH.		SARAH A. WILCOX, *Principal*,	$850	20 Leonard.
	4	Fannie M. Ullman,	500	195 Cong. av.
	4	Katy H. Gower,	300	307 Grand.
13 *Fair Street.*	3	Mary Flanagan,	250	50 Chapel.
	3	H. Estella Scrimgeour,	300	49 Poplar.
	2	Emma A. Bryant,	200	19 Brown.
	2	Lucia J. Bryant,	300	19 Brown.
	2	Kate I. Donavan,	200	59 Lilac.
	1	A. S. Chadbourne,	500	130 Davenport.
	1	Emma L. Allen,	250	208 George.
	1	Alice M. Merriman,	250	Westville.
		*	$3,900	
GERMAN-ENG. SCHOOL.	2	Herman Trisch,	$1,100	12 Whiting.
198 *Wooster St.*	1	Nettie M. Langley,	600	291 Grand.
			$1,700	
FAIR STREET UNGRADED SCHOOL.	2	Emily A. Wildman,	$600	23 Clark.
	1	Mary E. Gates,	350	118 Liberty.
			$950	
		DWIGHT DISTRICT.		
		LEVERETT L. CAMP, *Principal*,	$2,500	295 Chapel.
DWIGHT SCHOOL.	12	Georgina Norman,	725	66 Whalley av.
	12	Lottie J. Thompson,	450	28 Kensington.
Martin Street, cor. Gill.	11	Harriet E. Judson,	675	595 Chapel
	10	Gertrude L. Cooper,	650	Montowese.
	9	Clara I. Bradley,	630	219 York.
	8	Hattie E. Reynolds,	620	58 Dixwell av.
	7	Katie E. Donovan,	550	123 Day.
	6	Emma E. Cowap,	560	23 Sylvan av.
	5	Lizzie V. Southworth,	520	14 Sylvan av.
	4	M. A. Maltby,	400	147 Dixwell av.
	3	Bessie L. Kent,	350	138 Dwight.
	2	Nellie J. Riggs,	450	252 Orchard.
	1	Charlotte Hills,	600	146 College.
			$9,680	
DWIGHT ANNEX. 441 *Elm Street.*		Emma E. Lincoln,	$460	233 Orchard.

* For names of those who entered the Training School on Sept. 4th, see page 107.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
N. H. O. ASYLUM SCHOOL.	3	Cordelia Sargent,	$550	610 Elm.
	2	Ellen M. Hickox,	400	" "
	1		350	
610 *Elm Street.*			$1,300	
		WINCHESTER DISTRICT		
WINCHESTER SCHOOL.		JOSEPH GILE, *Principal.*	$1,500	Selden House.
	8	Jennie E. Barber,	800	4 Mansfield.
	7	Livia M. Jordan,	620	55 Thompson.
Cor. Shelton Av.	6	Jennie M. Norman	550	66 Whalley av.
	5	Nellie F. Sproat,	400	84 Dixwell av.
	4	Kittie A. Yanz,	500	110 Ivy.
	3	S. Ella Brown,	480	96 Broadway.
	2	Elizabeth Palmer,	450	94 Webster.
	1	Marie J. Bradley,	600	44 Gill.
			$5,900	
DIXWELL AV. SCHOOL.	7	Sarah E. Hughes,	$800	Waterside.
	6	Fannie T. Munson,	600	636 Chapel.
	5	Annie G. Kennedy,	520	242 York.
	4	Nellie A. Peck,	480	80 Broadway.
	3	Mary R. Burwell,	460	596 Chapel.
	2	Hattie P. Marsh,	450	238 Orchard.
	1	Sarah S. Benham,	600	173 Oak.
	1	Minnie E. Cassidy,	400	73 Winches. av.
			$4,310	
GOFFE STREET SCHOOL.	2	Larkin A. Cooper,	$600	6 Rose.
	1	Cornelia A. Benton,	400	524 Chapel.
			$1,000	
		SKINNER DISTRICT.		
SKINNER SCHOOL.		JOSEPH R. FRENCH, *Principal,*	$2,200	64 Whitney av.
	12	Sarah A. Tucker,	725	319 Orange.
State Street, cor. Summer.	12	Annie E. Hayes,	450	279 Orange.
	11	Sara A. Mallory,	675	65 Grove.
	10	Ann E. Loper,	650	134 Bradley.
	9	Juliet E. Peck,	630	104 York sq.
	8	Lily W. Sheridan,	620	291 Orange.
	7	Maggie T. Curtis,	600	103 St. John.
	6	Ellen Kilbride,	560	54 Bishop.
	5	Emma S. Beach,	520	163 St. John.
	4	Ida M. Welch,	400	13 Greene.
	3	Lucy P. Bush,	460	9 Library.
	2	Anna M. Smith,	400	82 Wallace.
	1	Carrie M. Galpin,	600	131 Sherman av
			$9,490	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
EDWARDS STREET SCHOOL.	4	Adelaide L. Arthur,	$600	196 Foster.
	3	Lilla M. Northrop,	400	100 William.
	2	Fanny Y. Cooke,	450	27 Clark.
	1	S. Evelyn Manning,	600	8 Leonard.
			$2,050	
HUMPHREY ST. SCHOOL.	4	Emily J. Farnsworth,	$600	55 Trumbull.
	3	Mary A. Cullen,	350	Westville.
	2	Mary A. Judd,	450	64 Nash.
	1	Mary E. Weld,	550	99 Wall.
			$1,950	
ST. FRANCIS ORPHAN ASYLUM SCHOOL.	3	Colette Callanan,	$550	Highland.
	2	Jerome Lyman,	350	"
	1	Winnefriede Palmer,	350	"
Highland Street.			$1,250	
		WASHINGTON DISTRICT		
WASHINGTON SCHOOL.		GEORGE R. BURTON, *Principal*,	$2,500	555 Howard av.
	12	Emily E. Warner,	725	100 Portsea.
	12	Delia T. Donahue,	350	428 Howard av.
Howard Avenue, cor. Putnam.	11	Maria L. Bradley,	675	20 Vernon.
	10	Jennie E. Crittenden,	650	140 Howe.
	9	Jennie R. Catlin,	630	92 Olive.
	8	Annie C. Norman,	620	66 Whalley av.
	7	Fannie A. Butler,	610	67 Prince.
	6	Catherine C. Jones,	600	109 Dav'pt av.
	5	Georgie S. Barber,	575	222 Crown.
	4	Lizzie M. Catlin,	560	92 Olive.
	3	Nellie M. Cummings,	500	20 Home Place
	2	Julia Nadler,	500	115 Hill.
	1a	Mollie Nadler,	350	115 Hill.
	1	Margaret T. Healy,	350	209 Franklin.
			$10,195	
WEST STREET SCHOOL.	4	Lillian M. Bedell,	$550	321 Cedar.
	3	Clara E. Burwell,	450	54 Sylvan av.
	2	Fannie M. Lynch,	450	20 Baldwin.
	1	Eva J. Phelps,	600	10 Washington.
			$2,050	
CARLISLE STREET SCHOOL.	4	Martha B. May,	$600	87 Park.
	3	Alice G. Ford,	460	114 Meadow.
	2	Charlotte E. McCaffrey,	400	83 Putnam.
	1	Marion L. Livingstone,	600	296 Columbus.
			$2,060	

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
GREENWICH AV. SCHOOL.	4	Edith E. Johnson,	$600	341 Howard av.
	3	Katie Smith,	460	149 Olive.
	2	Ida E. Eaton,	450	67 Minor.
	1	Kate M. Conlan,	600	253 Hallock av.
			$2,110	
HALLOCK STREET SCHOOL.	8	Lucy A. F. Pinney,	$650	193 George.
	7	Hannah M. Chamberlin,	550	45 Park.
	6	Anna F. Gillette,	560	123 Columbus.
	5	Julia M. Morrissey,	400	137 Putnam.
	4	Lizzie D. Baird,	450	392 Howard av.
	3	Carrie E. Strong,	450	65 Spring.
	2	Hattie M. Price,	450	313 Water.
	1	Anna M. Brennan,	600	2 Elliott.
			$4,090	
CEDAR STREET TRAINING.		MARIA L. BREEN, *Principal*,	$1,250	55 Lombard.
	8	Martha E. Chapman,	630	109 York.
	7	Julia T. Flanagan,	250	47 Laurel.
Bet. Washington and Gilbert Sts.	6	Mary L. Parmelee,	200	114 Atwater.
	6	Margaret K. Strong,	150	65 Spring.
	5	Annie E. Conlan,	250	300 Wallace.
	5	Amanda H. Donavan,	250	59 Lilac.
	4	Eleanor A. Peck,	300	21 Broad.
	4	Clara L. Sherman,	200	94 Greene.
	3	Mary C. Bowen,	250	89 Carlisle.
	3	Annie E. Clune,	250	202 Hamilton.
	2	Jennie Woodend,	250	105 Wallace.
	1	M. Christina Rynn,	500	19 Davenp't av.
	1	Sarah S. Wilson,	300	117 York.
		Nellie H. Story,	200	8 Pine.
		Anna A. Gildersleeve, *	300	182 Whalley av
			$5,530	
		WOOLSEY DISTRICT.		
WOOLSEY SCH.		MARK PITMAN, *Principal*,	$2,500	Wallingford.
	12	Julia A. Willard,	725	210 Exchange.
Woolsey Street, cor. Poplar.	12	Ida E. Bushnell,	450	19 Perkins.
	11	Nellie B. Morse,	675	47 Perkins.
	10	Sarah W. Wright,	650	24 Pearl.
	9	Fannie I. Bunce,	630	113 Poplar.
	8	S. Alice Darrow,	620	91 Exchange.
	7	Sarah J. Gibson,	600	44 Edwards.
	6	F. Isabel Swift,	560	301 Exchange.
	5	Lizzie E. Woodend,	520	105 Wallace.
	4	Carrie A. Parsons,	400	91 Lyon.
	3	Nellie B. Swain,	460	70 Woolsey.
	2	Marion A. Woodford,	400	148 Exchange.
	1	Lottie D. Butler,	600	112 Ferry.
			$9,790	

* For names of those who entered the Training School on Sept. 4th, see page 107.

SCHOOLS.	Rooms.	TEACHERS.	Salaries.	Residences.
GRAND STREET SCHOOL.	7	Helen J. Barrett,	$650	47 Perkins.
	6	Mary J. Warren,	630	90 Exchange.
	5	Emily M. DeForest,	620	45 Atwater.
Bet. Clinton Av. and Perkins St.	4	Mary F. McArthur,	500	185 Humphrey.
	3	Martha E. Lindsley,	460	11 Wolcott.
	2	Lizzie J. Smith,	450	82 Wallace.
	1	Mary A. Pinney,	600	45 Park.
			$3,910	
GRAND STREET UNGRADED SCH.		Henry A. Loveland,	$850	F. Haven East.
LLOYD STREET, SCHOOL.	4	Hortense A. Darling,	$600	310 Exchange.
	3	Mary J. Fahy,	460	173 Franklin.
	2	A. C. Ruth Siebke,	450	116 Wooster.
	1	Ella A. Beach,	600	163 St. John.
			$2,110	
FERRY STREET SCHOOL.	4	Fannie L. Rice,	$600	284 Ferry.
	3	Ada B. Hyde,	450	22 Pearl.
	2	Mabel C. Willard,	350	210 Exchange.
	1	Ida A. Hague,	400	31 Clark.
			$1,850	
CENTER STREET SCHOOL.	2	Anna M. Potter,	$430	Prospect.
	1	J. Kinnie Hemingway,	400	Center.
			$830	
QUINNIPIAC ST. SCHOOL.	2	Hattie L. Smith,	$430	Center.
	1	Carrie L. Huntley,	350	Center & Hill.
			$780	
WOODWARD SCHOOL.	2	Renate A. Preuss,	$480	Waterside.
	1	Charlotte J. Lancraft,	360	So. Quinnipiac.
			$840	
		SPECIAL INSTRUCTORS.		
MUSIC,		B. Jepson,	$2,200	20 Grove.
DRAWING,		Louis Bail,	2,200	43 Park.

NEW HAVEN

PUBLIC SCHOOL MANUAL.

SCHOOLS.

GRAMMAR SCHOOLS.—*Each Sub-District includes a Grammar School, which is under the charge and instruction of a male Principal, who is also responsible for the general oversight of the other Schools in his Sub-District, with such exceptions as may be directed by the Board.*

TRAINING SCHOOLS.—*The schools for the training of teachers are under the immediate direction of the Superintendent.*

GERMAN-ENGLISH SCHOOL.—*Children of German parents, who are not sufficiently acquainted with the English language to enter the regular schools, are admitted to the German-English School.*

UNGRADED SCHOOLS.—*Pupils in the graded schools whose conduct is habitually insubordinate, or whose attendance is irregular either from necessity or truancy, are transferred to one of the ungraded schools.*

EVENING SCHOOLS.—*The Evening Schools are designed for the elementary instruction of persons over fourteen years of age, who are employed during the regular school hours. The schools begin in October and continue during the winter months.*

I.

NEW HAVEN SCHOOL DISTRICTS.

The town of New Haven is divided into three school districts, viz: the City, Westville, and South.

II.

BOUNDS OF THE CITY SCHOOL DISTRICT.

The New Haven City School District includes all of the town of New Haven except Westville and South Haven. That part of the town which lies west of a line running from the Bridge over West River on the Derby Turn pike to the outlet of Beaver Pond, thence easterly and northerly along the brook flowing into said pond, to the Hamden line is the Westville District. That part which lies south of the road which crosses Townsend Avenue in the direction of the old Fort is the South District. The City District is divided for convenience into seven sub-districts, with the following boundaries, viz:

WASHINGTON, beginning at West Bridge, includes both sides of Congress avenue to Meadow street, neither side of Meadow street to the water, and all streets within the lines thus indicated.

WEBSTER, beginning at the Derby Turnpike Bridge, includes both sides of Derby avenue to George street, both sides of George to Howe, both sides of Howe to Chapel street, neither side of Chapel to York, both sides of York to Elm, neither side of Elm to Church, neither side of Church to Chapel, neither side of Chapel to State, neither side of State to the water, both sides of Meadow to Congress avenue, and neither side of Congress avenue to West Bridge, with all the streets within the lines thus indicated.

DWIGHT, beginning at Derby Turnpike Bridge, includes neither side of Derby avenue to George street, neither side of George to Howe, neither side of Howe to Chapel, both sides of Chapel to York, neither side of York to Elm, both sides of Elm to College, neither side of College to Prospect, both sides of Prospect to the Hamden line, with all the streets within the lines thus indicated.

SKINNER, beginning at the junction of Prospect street with the Hamden line, includes neither side of Prospect street to Grove, both sides of Grove to State street, thence to the New Haven and Hartford Railroad, thence along that road to Mill River, with all the streets within the lines thus indicated.

WOOSTER, beginning at the corner of State and West Water streets, includes both sides of State to Chapel, neither side of Chapel to Franklin, neither side of Franklin to the Railroad which separates it from the Skinner District, thence on the line of the railroad to Mill River, and down said river to its junction with the Quinnipiac, thence to a line drawn midway between the Central and Woodward School houses to the town boundary, and on said boundary to the boundary of South District, and thence by the water front, including Long Wharf, to the place of beginning, with all streets within the boundaries so indicated.

EATON, beginning at the southwest corner of College and Elm streets, includes both sides of College to Grove street, neither side of Grove to State street, thence to the New Haven and Hartford Railroad, which separates it from the Skinner District, thence along that road to Franklin street, including both sides of Franklin to Chapel, both sides of Chapel to Church, both sides of Church to Elm, and both sides of Elm to College, and all streets within the lines thus indicated.

WOOLSEY, includes all that portion of the town which lies east of Mill River and north of the line midway between the Central and Woodward School houses.

III.

THE BOARD OF EDUCATION.

The Board of Education consists of nine members, three of whom are chosen at each annual meeting of the District. Their powers and duties are thus defined by the statutes of the State.

School societies heretofore organized under the act of 1855, entitled "An Act in addition to and in alteration of an Act concerning Education," which are not coëxtensive with the towns within which they are situated shall become school districts of said town, with all the powers and duties of school districts as specified in this act, with the following exceptions, viz: Such school districts shall annually choose, on the third Monday in September in

each year, instead of a district committee, a Board of Education consisting of three, six or nine persons, in the manner prescribed in this act for the election of school visitors; and said Board of Education shall have all the powers and be subject to all the duties imposed on the district committees; and in addition thereto shall have the general charge and superintendence of the common schools within their district, and the care and management of the property and funds of the district; they shall lodge all bonds, leases, notes and other securities with the treasurer of said district, unless the same have been intrusted to others by the donors or grantors, or by the general assembly; they shall pay into the treasury of the district all moneys which they may receive for the support of schools; they shall determine the number and qualifications of the scholars to be admitted into each school; shall supply the requisite number of qualified teachers; shall annually, during the first two weeks of the month of September, ascertain the expense of supporting and maintaining the schools under their superintendence during the year ending the 31st day of August previous, and report the same, together with the amount of moneys received toward the payment thereof, to the district at a meeting to be held on the third Monday in September in each year, and shall at the same time make a full report of their doings and the condition of the schools under their superintendence, and all important matters concerning the same to the district, and shall perform all lawful acts which may be required of them by the district, and which may be necessary to carry into effect the powers and duties granted by this act.

All vacancies in the board of school visitors shall be filled by an election of the necessary members thereto by ballot. Should any vacancy occur by death, resignation or otherwise, the remaining members of the board may fill such vacancy until the next annual meeting. Any member elected to fill an irregular vacancy, to hold office only for the unexpired term of his predecessor, and no person shall be ineligible on account of his having held the office the preceding year.

IV.

ANNUAL MEETING OF THE DISTRICT.

The annual meeting of the legal voters of the District is held on the third Monday of September, at such place and hour as may be selected by the Board of Education. Special meetings of the District may be called at other times.

V.

MEETINGS OF THE BOARD.

The regular meetings of the Board are held on the first and third Friday evenings of each month; from the 20th of September to the 20th of March, at 7½ o'clock; for the remainder of the year at 8 o'clock. Five members of the Board shall constitute a quorum for the transaction of business, and every member present when a question is put, shall vote, unless excused by the Board; and the yeas and nays shall be taken and recorded whenever called for by any member of the Board. The meetings of the Board are open to the public unless otherwise specially ordered.

REVISION OF THE SCHOOL MANUAL,

To take effect January 1st, 1883.

Sections revised read as follows:

CHAPTER VIII.—SECTION 2.

COMMITTEE ON FINANCE.—The financial wants and obligations of the District shall be under the especial charge of the Committee on Finance, who draw orders on the Treasurer for the payment of such bills or claims as by them may be approved. The Committee meet at the beginning of each month to examine and pass upon all bills that have been approved by the Chairman of the Committee under whose authority the debt was incurred, and no debt shall be contracted except by the President, the Chairman of some Committee, or the Superintendent.

X.

DUTIES OF THE SECRETARY.

1. It shall be the duty of the Secretary to keep the accounts of the District and make out an annual report of its expenses.

2. He shall pay no bills except those approved by the Committee on Finance.

3. He shall keep an accurate inventory of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories, and shall attend to insurance, the preparation of contracts necessary to the affairs of the District, and such other matters as may be ordered by the Board, or would naturally belong to the duties of a financial agent or executive officer of the Committee on Finance.

4. He shall act as the clerk or scribe at all meetings of the Board, and shall keep suitable records of their proceedings.

5. He shall see that an accurate census of children of school age is taken according to law under the direction of the Committee on Finance.

XI.

DUTIES OF THE SUPERINTENDENT.

1. It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements, and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time to advise and direct them, shall inquire into all complaints, and shall examine candidates for the position of teachers. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

2. The Superintendent, under the general direction of the Board, shall undertake the purchase of supplies and give attention to necessary small repairs, the enforcement of truancy laws and the general execution of the rules of the Board in respect to the details and welfare of the district not otherwise provided for, and may employ competent help at an annual expense not to exceed $1,200.

3. He shall be at the office of the Board on all school days, from 8½ to 9 o'clock, A. M., and from 12½ to 1 o'clock, P. M.

ary, and of the Superintendent on the first of the next succeeding September. They shall each hold office for two years, and until a successor is appointed.

X.

DUTIES OF THE SECRETARY.

1. It shall be the duty of the Secretary to furnish fuel, books, stationery, crayons, registers, blanks, and other supplies for the use of schools under the direction of the Board; but he shall make no purchases without first consulting the Committee on the class under which the purchase is to be made.

2. He shall keep the accounts of the District, and make out an annual report of his expenses.

3. He shall receive the moneys from the Treasurer for all orders drawn on him, and pay all bills approved by the Committee on Finance, and none others.

4. He shall supply books to the principals for the use of indigent pupils, as provided in Chapter XX, rule 20; issue tickets of admission to applicants for seats in the Public Schools, and make a record thereof.

5. He shall keep an accurate inventory of all the property of the District, and the number and kind of articles in the respective school buildings, or other depositories. He shall superintend all necessary repairs under the direction of the appropriate Committee.

6. He shall be the executive officer of the Board in securing the attendance at school of truant and neglected children, and in seeing that the laws of the State in reference to the employment of children contrary to law are enforced.

7. He shall within twenty-four hours after the passage of any rule affecting the management of the schools, deliver to the Superintendent a copy of such rule, and the Superintendent shall thereafter, as soon as practicable, communicate the same to the teachers and others interested therein.

8. He shall see that an accurate census of children of school age is taken according to law, under the direction of the Committee on Finance.

9. He shall be at the office of the Board on all school days, from 8¼ to 9½ o'clock, A. M., and from 4 to 5 o'clock, P. M., and on Mondays and Fridays from 7 to 8 P. M., and shall devote his whole time to the interests of the District.

XI.

DUTIES OF THE SUPERINTENDENT.

1. It shall be the duty of the Superintendent, under the direction of the Board of Education and the Committee on Schools, to devote his whole time to the schools, point out defects and suggest improvements; and to report to the Committee on Schools, or to the Board, the results of his observations. He shall assemble the teachers from time to time to advise and direct them, shall inquire into all complaints, and shall examine candidates for the position of teachers. He shall do his utmost, by assistance, advice or censure, to secure in all the schools of the District thoroughness of instruction, good order, good morals, and harmonious relations between the parents and teachers.

2. He shall be at the office of the Board on all school days, from 8¼ to 9 o'clock, A. M., and from 12½ to 1 o'clock, P. M.

XII.

ORDER OF BUSINESS.

The usual order of the business of the Board shall be as follows:

1.—Reading the minutes of the previous meeting.

2.—Reports of Committees.

3.—Unfinished business.

4.—Report of Superintendent.

5.—Report of Secretary.

6.—Other business.

XIII.

EMPLOYEES.

No person in the employ of the District shall be present when the subject of his election or compensation is under consideration, except by invitation of the Board.

XIV.

SALARIES.

The salaries of all persons in the employ of the Board shall be fixed by the concurring votes of a majority of the Board.

XV.

EXPENDITURES.

No bills shall be contracted or money expended, to an amount exceeding one hundred dollars, without a vote of a majority of the Board, nor then, unless previously reported upon by the appropriate committee.

XVI.

TEXT-BOOKS, APPARATUS, ETC.

1.—The apparatus, books, maps, etc., used in the schools, shall be such only as may be prescribed by the Board.

2.—No text-books shall be introduced into or withdrawn from the schools except upon a two-thirds vote of all the members of the Board, notice of such intended change having been given at a meeting of the Board held at least one week previous to such change, and the committee on schools having reported thereon.

3.—All school registers, record books, report blanks, etc., shall be after uniform patterns, to be prescribed by the Committee on Schools.

XVII.

REFERENCE TO COMMITTEE.

As far as practicable, all business shall be presented to the Board and referred to the appropriate Standing Committee, before action by the Board.

XVIII.

AMENDMENTS.

The rules and regulations for the government of the Board shall not be amended or repealed but upon written notice in due form at a previous meeting; nor then, but by the concurring votes of the majority of the Board.

XIX.

APPOINTMENT OF TEACHERS.

1.—Candidates not in the service of the District will apply in writing to the Superintendent, enclosing testimonials, and will be examined by him or by the Committee on Schools.

2.—Teachers shall be appointed annually in the month of June. The Board reserves the right to dismiss any teacher for cause, or whenever their services are no longer required.

3.—Teachers shall be immediately notified by the Superintendent of their appointment. An appointee failing for one week to give notice to the Superintendent of the acceptance of the appointment, will be considered as declining it.

XX.

DUTIES OF TEACHERS.

1.—Teachers are required to devote themselves faithfully, and during school hours exclusively, to their duties; and any employment of their time out of school hours which affects their health or diminishes their fidelity to their proper work, is regarded as a censurable impropriety. They are required to make themselves familiar with the rules and regulations of the Board; to direct the work of the classes in accordance with the prescribed course of studies; to give constant and careful attention to the manners, language and habits of their pupils; and to regard themselves as responsible, in the place of the parent or guardian, for their instruction, discipline, morals and health.

2.—The Principals in their respective districts, under the direction of and in coöperation with the Superintendent, shall be held responsible for the strict observance and enforcement of the rules and regulations of the school.

The Principals shall also be held responsible for the sanitary condition of their several schools in respect to heat, ventilation and cleanliness and shall have full authority in supervising the work of the Janitor, and in case of apparant neglect and inefficiency on his part, shall consult with the chairman of the Committee on School Buildings.

3.—All teachers are required to be at their respective school rooms at the beginning of *their* school hours, viz.: at 20 minutes before 9 o'clock, A.M., and 15 minutes before 2 o'clock, P.M., and to remain during the session; and in case of failure, they shall report themselves without delay, in writing, to the Principal, stating the cause and number of minutes they are absent from their rooms, and the Principal shall forward such reports to the Superintendent, at the end of each week. To secure uniformity and avoid doubt in relation to time, the Principal shall provide for the ringing of a teachers' bell 20 and 15 minutes before the opening of the forenoon and afternoon sessions.

4.—Whenever a teacher shall be absent from school, and whenever from any cause, the exercises of a school shall be omitted, immediate notice of the same shall be sent to the Superintendent by the Principal; and no substitute for an absent teacher shall be employed for more than one day without the express approbation of the Superintendent.

Teachers shall not absent themselves from school for any other cause than sickness, without permission from the Superintendent.

5.—Every teacher desiring to leave the service of the District shall give three weeks' notice, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board, shall forfeit whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause excepting sickness, in which case an allowance of twenty-five per cent. of the regular salary will be made for absences not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

6.—The special teachers in Music and Drawing shall visit regularly the several rooms in which they are expected to instruct; and the teachers shall be present in their rooms and aid in such measures as will make the special instruction most valuable to the pupils.

7.—Teachers shall take special care that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall permit no damage to the school property or buildings, and whenever it is done by accident or intention, they shall give prompt notice to the Secretary, who shall require the offender to make good the injury.

8.—The teacher in each room shall keep an accurate register of the names, ages and residence of pupils, and the names of their respective parents or guardians; and shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—Teachers shall prepare for inspection, during the second week of each term, time tables indicating the daily exercises of the room.

10.—Teachers in all rooms above the fourth grade shall send a monthly report to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—Teachers shall investigate all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of ten instances of unexcused absence, tardiness, or of either, in any one term, the delinquent pupil may be transferred by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity.

12.—Teachers shall record absence occasioned by sickness until such absence shall amount to ten successive half days in each term, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. Pupils detained from school for the religious observance of Holy-days, will be excused by bringing satisfactory notice from their parents to that effect; and they shall not be detained after school hours to make up the omitted lessons.

13.—No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half days from the

time of withdrawal, the whole number of half days from the time of withdrawal to return shall be counted as absence.

14.—Teachers shall, so far as possible, govern by kindness and by appeal to the better nature of pupils. Corporal punishment shall be administered only in extreme cases, and never at the same session of school in which the offense was committed; nor by a subordinate teacher, until the case has been reported to the Principal; and the teacher shall keep a record of such punishment, which record shall be embodied in the weekly report to the Superintendent, for the inspection of the Board.

15.—Teachers may detain pupils half an hour at the close of the afternoon session, and no longer and at no other time, for discipline, or to make up neglected lessons.

16.—Teachers shall attend all meetings called by the Superintendent, and no excuse for absence will be allowed, other than would justify absence from the regular session of the schools.

Teachers may visit other schools of the same grade, when authorized so to do by the Superintendent.

17.—Near the close of the Winter term, there shall be an examination in all the studies of each room, conducted by the Principal, who shall make a written report to the Board of the progress and condition of the several rooms under his charge.

18.—The Principals of schools may prescribe special rules for the conduct of their pupils, and for the regulation of the grounds and out-buildings, subject to the approval of the Superintendent.

19.—The promotions in the various schools shall be made by the Principal, under the direction of the Superintendent, with the approval of the Committee on Schools.

20.—If the parent or guardian shall not provide the required text-books, the pupil shall be reported to the Superintendent, and by him sent to an ungraded school, unless the failure proceed from indigence; in which case the Principal of the School shall loan the necessary books and keep an account of the same, under such restrictions as the Committee on Schools may prescribe.

21.—Parents and others desiring information or feeling aggrieved, should consult the Superintendent at the office of the Board, or the Principal, out of school hours. They are also requested to acknowledge immediately the receipt of any communication which may be addressed to them by teachers.

22.—Principals shall request the parents of pupils who may be specially exposed to contagious diseases, to withdraw them temporarily from school; and in case of refusal or neglect, shall suspend such pupils till the danger is past.

23.—At the close of the year, every teacher shall report to the Superintendent the names of such pupils as have been punctual attendants.

XXI.

GRADUATION OF SALARIES.

The following is the scheme by which the salaries of teachers are graded:

1.—For the lowest grade of teachers a salary shall be paid at such a rate as the Board, at the annual election of teachers, may determine.

2.—For each subsequent year $50 may be added to the salary of the previous year (provided the services of the teacher are approved by the Board), until the salary shall reach the maximum of the grade in which the teacher is employed.

3.—The Training Teachers shall be paid for their services after the first ten weeks, as follows:—For the second ten weeks, at the rate of $200 per annum; for the third ten weeks, at the rate of $250 per annum; and after thirty weeks, at the rate of $300 per annum, until regularly appointed.

4.—Salaries not included above will be determined as, in the judgment of the Board, circumstances may require.

5.—Teachers from the training schools, employed in other schools shall render in any one year at least 5 months' service in such schools before they can receive the usual advance in salary.

XXII.

ADMISSION OF SCHOLARS.

1.—The Public Schools are free to those children only whose parents or legal guardians reside in the District. When there are seats not required by children belonging to the District, pupils, not resident, may be received as members of any school, but not until payment of tuition has been made, in advance to the Secretary, for the term or balance of the term, on which the pupil proposes to enter; at the rate of forty dollars a year, or one dollar a week in the High School; and twenty dollars a year, or fifty cents a week, in all schools below the High School.

2.—No pupil shall be admitted without a ticket obtained from the Secretary, except on the first two days of each term, nor to any sub-district except to the one in which he resides. Should there be no vacant seat in the sub-district to which he belongs, he may receive a ticket for another school.

3.—No child shall be admitted to any lowest primary room after the expiration of the second week of any term, unless such child shall be able to enter one of the regular classes.

4.—No child under five years of age shall be admitted as a member of the public schools.

XXIII.

DUTIES OF PUPILS.

1.—Pupils shall be regular and punctual in attendance, decent in dress, cleanly in person, industrious, respectful and obedient; avoiding all rude, boisterous and violent conduct in and about the school buildings, and on the way to and from school.

2.—No scholar shall be allowed to enter or remain a member of any public school out of his or her own district, except by special permission of the Committee on Schools, the Secretary, or Superintendent. But parents may be allowed, in case of removal from one district to another, to continue their children till the end of the school year, the school in which they attended at the time of removal.

3.—When pupils are dismissed at the close of each session, they shall pass quietly and promptly away from the school premises.

4.—Pupils shall make up neglected lessons, unless excused; and no pupil shall be suffered to remain in a class to the serious hindrance of its progress,

5.—Any pupil guilty of profanity, obscenity, truancy or any violent or pointed opposition to authority, or of wilfully cutting, defacing, marking or otherwise injuring the school buildings or other school property, or guilty of any other serious misdemeanor, shall be immediately reported to the Superintendent, and notice be sent to the parent, and the case referred to the Committee on Schools.

6.—No scholar shall be allowed to remain in any school-room during the noon recess, unless a teacher be present.

7.—No pupil shall be excused from school during the regular sessions, to take Music, Dancing or other lessons.

XXIV.

TRUANCY.

In cases of truancy, vagrancy and conduct subversive of good order, the offender shall be placed on the following course of discipline:

1.—For the first offense, in addition to the ordinary school discipline, the name of the offender shall be reported to the Superintendent, by whom it shall be recorded, and then given to the Secretary, whose duty it shall be to see the parents or guardians of the offender, make himself acquainted with the circumstances of the case, and notify them of the consequences of such conduct, if persisted in. For a second offense the pupil may be transferred by the Superintendent to an ungraded school.

2.—Whenever a pupil is transferred to an ungraded school, notice of such transfer shall be sent by the Superintendent to the teacher of that school, who shall enter the transferred scholar on his record as a member of his school, and in case of non-attendance of such pupil shall immediately notify the Secretary. Notice of such transfer shall also be given to the parent by the Principal.

3.—It shall be the duty of the Secretary, on receipt of such notice, to inquire into the cause of such non-attendance, and if necessary, see that the law in such cases be enforced.

4.—No pupil thus transferred to an ungraded school shall be permitted to enter another school, except by recommendation of the teacher of the ungraded school and with the approval of the Superintendent.

XXV.

APPOINTMENT OF JANITORS.

Janitors shall be appointed annually, at the last meeting of the Board in the month of June, unless their appointment be deferred to a future meeting; and shall hold their position only at the pleasure of the Board.

XXVI.

DUTIES OF JANITORS.

1.—It shall be the duty of Janitors to keep the school buildings under their charge clean, and in good order, sweeping and dusting them twice a week, and oftener if necessary. Every school-room shall be vacated after 4½ o'clock, whenever the duties of the janitor make it necessary.

2.—To be present and open the gates thirty minutes before nine o'clock, A. M., and thirty minutes before two o'clock, P. M., and close them when school commences; to be present and open the gates at the time for closing

school, and remain at noon until the school is dismissed, and until five o'clock in the afternoon, and supervise the yards while the gates are open.

3.—To kindle and regulate the fires—to separate the coal from the ashes—and to see the ashes, slag and cinders removed from the premises.

4.—To keep the yards, privies and pavements clean and in good order, and remove all nuisances.

5.—To clear the snow immediately from the steps and walks about the buildings, and from the walks in the street.

6.—To prepare for use all wood furnished for kindling fires, and to receive and receipt for the coal when it is put in.

7.—To wind up and regulate the clocks, and see that they are kept in proper order; and to sharpen all pencils used in the schools.

8.—To sprinkle the yards and streets in hot weather, when furnished with a hydrant, and to see that the water is let off from the water pipes in winter.

9.—To cut the grass and trim the shrubbery in the yards.

10.—To have the care and oversight of the premises during the whole year, and to report any damage or nuisances to the Principal and Secretary.

11.—To make all minor repairs not requiring the services of skilled artisans.

12.—Janitors will perform the above duties subject to direction by the Principals of schools, and will render assistance by every reasonable means at the call of the Principals.

13.—At the High School and all Grammar Schools, janitors will be expected to give, substantially, the whole of their working time to their duties in connection with the school buildings.

XXVII.

THE SCHOOL YEAR, SESSIONS AND EXERCISES.

1.—The school year shall begin during the first week in May, and continue through forty weeks of actual instruction, exclusive of such holidays and vacations as the Board shall annually designate.

2.—The regular holidays shall be Thursday and Friday of Thanksgiving week, Fast Day, Decoration Day, and every Saturday throughout the school year. Other holidays may be granted by vote of the Board.

3.—The regular school hours shall be from 9 o'clock A. M. to 12 M., and from 2 to 4 P. M., with a recess near the middle of each session. The dismissal of the lower rooms may begin ten minutes before 12 and 4 o'clock.

4.—The morning session of the schools shall be opened with appropriate devotional exercises.

5.—In case of a violent storm, the Superintendent will indicate, through the Fire Alarm Telegraph (2-2 and repeat), that all schools, except the High School, will close for the day at 12 o'clock, noon.

6.—Visitors interested in the schools are always welcome; but teachers shall not deviate from their usual exercises, except by request of some member or officer of the Board.

7.—No one shall be allowed to offer on the school premises anything for sale, examination or exhibition; or to take contributions, solicit subscriptions, give public notices, offer rewards, or do anything of a like nature,

XXVIII.

HILLHOUSE HIGH SCHOOL.

1.—At the close of each school year pupils in the highest grade of the Grammar schools, who pass the prescribed examination, are promoted to the Hillhouse High School.

2.—Examination for the promotion shall be in writing, and such as may be prescribed by the Committee on Schools, and shall be conducted by the Principal and Assistant Teachers of each school, under the direction of the Superintendent. All applicants from other schools shall pass a similar examination, and the results shall be submitted to the Committee on Schools for their approval.

3.—Instruction may be given in the following branches of learning, viz: in Arithmetic, Book-keeping, Algebra, Geometry, Trigonometry, Mensuration, Surveying, Navigation, the English Language and Literature; in Reading, Declamation, Spelling, Defining and Composition; in the French, German, Greek and Latin languages; in Rhetoric, Logic, Mental and Moral Philosophy; in History and Political Philosophy, together with the Constitution of the United States and Connecticut; in Physical Geography, Natural Philosophy, Chemistry, Astronomy, Physiology, Botany, Zoölogy, Mineralogy, Geology, Vocal Music and Drawing.

4.—The particular order and manner in which instruction shall be given in the branches taught in the High School shall be arranged by the Superintendent and Principal of the school, subject to the approval of the Committee on Schools.

5.—Admission to this department shall be made only at the beginning of the year, unless the candidate shall be qualified to enter the regular course.

PUPIL TEACHERS

WHO ENTERED THE TRAINING SCHOOL ON SEPT. 4th.

CEDAR STREET SCHOOL.

Pauline Norman, 66 Whalley av.

Hattie N. Gunn, Milford.

Lizzie M. Andrew, 80 Ward st.

Emma J. Ford, 46 Edwards st.

Edna L. Sherwood, 42 Daggett st.

Hattie A. Smith, 111 Saltonstall av.

Jennie A. Torpy, 65 Beech st.

Cordelia I. Corbett, 65 Spring st.

Laura L. Dickerman, Mt. Carmel.

Nettie Chambers, 193 Olive st.

FAIR STREET SCHOOL.

Gertrude S. Mann, 575 State st.

Helen L. Rice, 284 Ferry st.

Nellie M. Bunnell, 92 Lyon st.

Nellie R. Brown, 192 Wallace st.

Eugenia E. Talmadge, 14 Brown st.

JANITORS.

High School,	William H. Clark,	$625	285 York Street.
Eaton School,	~~R. L. Manwaring,~~ A. Hayward	625	~~25 Clark.~~ 17 Bolivar.
Webster School,		550	
Dwight School,	George W. Judd,	550	106 Martin.
Wooster School,	David Sturgis,	550	East.
Skinner School,	Henry S. Loper,	550	134 Bradley.
Washington School,	James O'Brien,	550	11 Salem.
Woolsey School,	John Weld,	550	92 Blatchley Av.
Hamilton School,	Michael Hughson,	550	177 Franklin.
Cedar Street School, Whiting Street School,	Henry W. Blakeslee,	495	77 Washington.
Dixwell School,	John W. Munson,	440	100 Webster.
Grand Street School,	Owen A. Monson,	440	42 Pierpont.
Fair Street School,	Isaac Martyn,	330	10 Brewery.
Division Street School,		330	
Edwards Street School,	N. Bristol,	220	25 Clark.
Hallock Street School, West Street School,	T. McKiernan,	550	30 Hallock.
Greenwich Av. School,	Michael Reardon,	220	3 Clark Avenue.
Oak Street School,	James Keegan,	220	31 Auburn.
Davenport Av. School,		220	
Humphrey Street School,	N. Bristol,	220	25 Clark.
Lloyd Street School,		220	
Ferry Street School,		220	
Small Schools, Evening Schools, Office, estim.,		650	

Teachers shall not absent themselves from school for any other cause than sickness, without permission from the Superintendent.

5.—Every teacher desiring to leave the service of the District shall give three weeks' notice, in writing, to the Superintendent; and teachers leaving their duties without permission of the Board, shall forfeit whatever portion of their salaries would otherwise be due. Teachers shall forfeit their pay for absence from any cause excepting sickness, in which case an allowance of twenty-five per cent. of the regular salary will be made for absences not exceeding twenty days in any one term. Teachers appointed at the beginning of the school year will not be regarded as being in the service of the District until they have entered upon their duties.

6.—The special teachers in Music and Drawing shall visit regularly the several rooms in which they are expected to instruct; and the teachers shall be present in their rooms and aid in such measures as will make the special instruction most valuable to the pupils.

7.—Teachers shall take special care that their school-rooms be thoroughly ventilated. All teachers will be held responsible for the order and neatness of their respective rooms. They shall permit no damage to the school property or buildings, and whenever it is done by accident or intention, they shall give prompt notice to the Secretary, who shall require the offender to make good the injury.

8.—The teacher in each room shall keep an accurate register of the names, ages and residence of pupils, and the names of their respective parents or guardians; and shall keep such records as the Committee on Schools may require, and shall report the same to the Superintendent at the office of the Board, according to blank forms provided for the purpose.

9.—Teachers shall prepare for inspection, during the second week of each term, time tables indicating the daily exercises of the room.

10.—Teachers in all rooms above the fourth grade shall send a monthly report to the parent or guardian of each pupil, indicating his deportment, scholarship and attendance; and the teachers shall satisfy themselves that these reports have been submitted to such parent or guardian.

11.—Teachers shall investigate all cases of absence and tardiness, and shall require an excuse from the parent or guardian, in writing, or in person. In case of ten instances of unexcused absence, tardiness, or of either, in any one term, the delinquent pupil may be transferred by the Superintendent to an ungraded school. Pupils leaving school during a session shall be recorded the same as if tardy. No excuse for absence or tardiness shall be accepted, unless it allege sickness, or some equally imperative necessity.

12.—Teachers shall record absence occasioned by sickness until such absence shall amount to ten successive half days in each term, after which no record shall be made; but the pupil may return, on recovery, without a ticket, and shall be entitled to a seat. Pupils detained from school for the religious observance of Holy-days, will be excused by bringing satisfactory notice from their parents to that effect; and they shall not be detained after school hours to make up the omitted lessons.

13.—No teacher shall receive a child as a pupil after having been withdrawn for any cause, without a ticket from the office of the Board of Education, and if the pupil withdrawn shall return within ten half days from the

[illegible] time of with-

[illegible] business and by appeal [illegible] be administered [illegible] in which the [illegible] the case has [illegible] record of such [illegible] weekly report to the [illegible]

[illegible] the close of the afternoon [illegible] or to make up [illegible]

[illegible] the Superintendent, and [illegible] would justify absence [illegible]

[illegible] been authorized so to [illegible]

[illegible] an examination [illegible] the Principal, who shall [illegible] and condition of the [illegible]

[illegible] for the conduct [illegible] and out-buildings, [illegible]

[illegible] be made by the Princi- [illegible] the approval of the [illegible]

[illegible] the required text-books, [illegible] and by him sent to an [illegible] in which case [illegible] books and keep an [illegible] the Committee on Schools [illegible]

[illegible] aggrieved, should [illegible] the Board, or the Principal, out [illegible] knowledge immediately the [illegible] to them by teachers. [illegible] who may be specially [illegible] temporarily from school; [illegible] such pupils till the danger is [illegible]

[illegible] report to the Superintend- [illegible] attendants.

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[illegible] salaries of teachers are graded: [illegible] shall be paid at such a rate [illegible] teachers may determine.